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ABSTRACT

A report on the New York City Central Labor Council-Consortium for Worker Education Workplace Literacy Program documents 15 workplace literacy program activities undertaken by 16 unions. The report has five sections. The first section covers the history and socioeconomic context in which the state-funded program emerged, and the roles of the two groups responsible for its implementation. The second section looks at the different and evolving philosophies, pedagogical questions, and administrative concerns raised by the movement for workplace literacy. Section 3 contains profiles of the programs in the first cycle of state funding, and section 4 contains 6 case studies of programs representing points along a continuum of workplace literacy emphasis. At one extreme are programs focusing on generic literacy content, and at the other are those teaching literacy in the context of specific job skills and technical job vocabulary. The fifth section summarizes findings and program recommendations. Appended materials provide a variety of sample lesson plans, evaluation procedures, program objectives, and student work. Summaries of collected data that demonstrate the program's effectiveness are included. (Author/MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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EVALUATION REPORT

THE WORKPLACE LITERACY PROGRAM of THE CENTRAL LABOR COUNCIL and THE CONSORTIUM FOR WORKER EDUCATION

Summary of Activities Between
January 1, 1988 and August 1, 1988

City University of New York Graduate School

Worker Literacy Project

Technical Report #2

Center for Advanced Study in Education
The Graduate School and University Center
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WORKPLACE LITERACY PROGRAM OF THE
CENTRAL LABOR COUNCIL AND THE CONSORTIUM FOR WORKER EDUCATION

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ABSTRACT

This report on the New York City Central Labor Council-Consortium for Worker Education Workplace Literacy Program covers the first six-month cycle of a new budget item in the New York State Education Department for "Workplace Literacy"--the first of its kind in the country to be designated for the labor movement.

The report documents programmatic activities, gives meaning to how the "workplace literacy" field is defined and operationalized by different unions, reports on program impact as defined and documented by each program and union, and provides immediate feedback to the effort as a whole and to specific unions so that changes can be made for the next project period.

In the spring and summer of 1988, 16 unions based in the New York City Metropolitan region conducted or participated in 15 different workplace literacy programs through the state grant.*

This report is divided into five sections. The first covers the history and socio-economic context in which the state-funded workplace literacy program came into being, and the roles of the two umbrella groups responsible for its implementation--the New York City Central Labor Council and the Consortium for Worker Education. It is divided into "History," "Current Status," and "Future Plans."

The second section looks at the differing and evolving philosophies, pedagogical questions, and administrative concerns raised by the movement for workplace literacy.

Section three contains profiles of the workplace literacy programs undertaken by the unions which participated in this first cycle of state funding. These programs include: Amalgamated Clothing and Textile Workers Union's Worker Education Program; Communications Workers of America Local 1180; International Ladies Garment Workers Union's Worker-Family Education Program; International Union of Operating Engineers Local 30; Joint Apprentice Training Program of the Elevator Industry; New York Metropolitan Area Postal Workers Union; Service Employees International Union Local 144; Teamsters Local 237's Workplace Education Program; United Auto Workers Local 365; United Food and Commercial Workers Local 174; United Food and Commercial Workers Local 342-50.

Section four includes six case studies of workplace literacy programs that are representative of points along a continuum of workplace literacy emphasis. At one extreme are programs that focus on generic literacy content and at the other are those that teach literacy in the context of specific job skills and technical job vocabulary. All of the programs described in this section are run by members of the Consortium for Worker Education, whose members have all had some previous experience upon which evaluations of literacy and job impact can be

*For the purpose of this study, "program" denotes either a series of different courses all conducted by one union, or a group of courses, similar in content and format, by a group of unions. Interviews with participating union personnel were conducted between April and July 1988. Although the grant period was from December 1, 1987-June 30, 1988, the monies were late in being allocated. Many of the programs did not begin operation until March, April or May.

based. The six programs described are: the Saturday Computers and Literacy Program of the Consortium for Worker Education and John Jay College; The Consortium Home Care Institute for members of the American Federation of State, County, and Municipal Workers District Council 1707 and the Health and Hospital Workers Union District Council 1199; the Supervisor of Caretakers and New York City Housing Authority Superintendent programs, part of Teamsters Local 237's Workplace Education Program; the Industry Training Program of the New York Hotel and Motel Trades Council and the Hotel Association of New York City; Skills Upgrading for Dislocated Sewing Machine Operators, a program of the Garment Industry Development Corporation for members of International Ladies Garment Workers Union; and Pattern Making, a program of the ILGWU's Worker-Family Education Program.

A fifth section contains a summary of findings and program recommendations. It is followed by Appendices which provide examples of a variety of workplace literacy lesson plans, evaluation procedures, program objectives, and student work. Also included are summaries of data collected that demonstrate the impact of the worker literacy program.

Evaluation Report of the Workplace Literacy Program
of the Central Labor Council
and the Consortium for Worker Education

EXECUTIVE SUMMARY

This report describes and evaluates the first six months of a pioneering program in workplace literacy which was begun by two trade union organizations in New York City, the Central Labor Council (CLC) and the Consortium for Worker Education (CWE), with funds from the New York State Education Department. This is the first such program to be undertaken by the trade union movement. The entry of trade unions into the developing field of workplace literacy has far reaching implications for social, economic and political life.

During the spring and early summer months of 1988, sixteen unions conducted or participated in fifteen different workplace literacy programs through a grant from the New York State Education Department made possible through special New York State legislation. Some unions ran their own classes, with assistance in locating teachers and sites from the umbrella groups' (CLC and CWE) central administration, while others participated in joint programs that were set up through one of the umbrella groups, CWE, a coalition of eight of the unions which has been working on collaborative educational projects since 1984. This report describes, for each union, programmatic activities, how "workplace literacy" is defined and operationalized, the population served, and the workplace setting. It reports on impact as defined by each program and union, including both qualitative and quantitative measures, and provides recommendations for improvement for a broad range of areas, including data that need to be gathered in the future in order to conduct further evaluation.

Using the case study method, researchers conducted classroom observations and interviewed a wide variety of program personnel, including directors and curriculum coordinators, teachers, students, and CLC and CWE administrative staffs. In addition, a variety of workplace literacy program data were examined, including: announcement flyers and brochures, union newspapers, application forms, curricula, tests and test scores, students workbooks and other student writings, attendance records; applications for future enrollment, job promotion, certification, Civil Service placements, and self-report information collected using a pilot instrument developed by one of the researchers.

Workplace literacy, as this report illustrates, is an evolving field whose parameters have not been fully defined. The need for a new type of literacy training grows out of the rapidly changing domestic economy and workforce, characterized by: the erosion of entry-level jobs in manufacturing for unskilled workers; a service economy based on computers and advanced technology which require higher levels of reading and math; and a workforce which is increasingly female, immigrant, poorly educated, and has little time for education.

The trade union movement has responded to a need for basic education and necessary supports that neither the traditional educational system nor the business community has been able to meet. The program has reached out to offer education to those who would not normally participate in formal education because they lack the time, the basic educational foundation, the financial ability, or access to the networks through which such education is normally promoted. Trade unions are effective purveyors of this new educational medium because they are in daily contact with workers and therefore have an intimate knowledge of their personal and workplace needs; they understand the problems peculiar to worker education; they are trusted by their membership to work on their behalf; they have the experience and contacts to establish needed programs; and they speak the language of the average working man and woman. Workplace literacy, these unions have found, needs to be part of a larger system where it can rely on other kinds of supports. Among those supports the CLC-CWE Workplace Literacy program has or is putting in place are: counseling and referral services; an educational ladder which can take a worker from basic literacy through graduate school; financial aid; a stress-free learning environment in which adults without much formal education can feel free to take risks; and a process that provides access to jobs and upward mobility.

The CLC-CWE Workplace Literacy Program consisted of two components. The first component was composed of those programs run by unions related to the Consortium for Worker Education. Each of these unions had already begun some type of workplace literacy program before the advent of the special funding, with teachers provided by the New York City Board of Education. These unions had established a track record and had begun collective thinking about the field and its requirements. State workplace literacy funds enabled the Consortium-related unions to expand programs they had already begun, add administrative staff to improve their delivery systems, hire curriculum developers and other consultants to work on new teaching methods, and begin work on developing new intake and assessment procedures appropriate to the objectives they had developed.

The second program component consisted of a series of individual classes begun by non-Consortium-related unions brought into the process through the sponsorship of the Central Labor Council, an umbrella group for 500 New York metropolitan area unions representing 1.2 million workers. In this component, workplace literacy funds were used either to insert workplace literacy courses into ongoing wider educational efforts--such as apprenticeship training--or, as was more often the case, to start new educational efforts where none existed.

The programs described in this report fall along a spectrum of workplace-related instructional content and methods. At one end of the spectrum are programs that teach literacy in a generic manner, concentrating on basic reading, writing and math skills with no special emphasis on specific job practices. Further along the continuum are programs that relate literacy skills to the worker and the workplace in a general way. At the other end of the spectrum are programs that teach literacy using technical content related to specific jobs. Programs at these three points on the continuum are referred to as "generic," "workplace-related," and "workplace-specific," respectively. The programs, their relationship to either the CWE or the CLC component, their placement along the workplace spectrum, and the major populations served are as follows:

Name of Program/ Union	Consortium Member or CLC-Related Only	Program Type	Major Population
ACTWU Worker Education Program	Consortium	Workplace-related	Female/Hispanic immigrant
CWA Local 1180	Consortium	Workplace-related	Female/50% ethnic minorities
Computers & Literacy	Consortium	Generic	Female/native-born balck and Hispanic/ Asian immigrants
Consortium Home Care Institute	Consortium	Workplace-related	Female/native-born black and Hispanic immigrant
ILGWU Worker-Family Education Program	Consortium	Generic, workplace-related and job-specific	Female/Hispanic immigrant
(Hotel) Industry Training Program	Consortium	Job-specific	Male/female ethnic minorities/immigrants

Name of Program/ Union	Consortium Member or CLC-Related Only	Program Type	Major Population
IUE Local 30	CLC-related	Job-specific	Male/native born white
JATC/Local 3	CLC-related	Generic	Male/40% white native born/33% ethnic minorities
N.Y. Metro Postal	CLC-related	Generic	50% male/female; 50% immigrants
SEIU Local 144 Health Facilities Training and Upgrading Grading Fund	Consortium	Generic, work-place related, and job-specific	Female/native born minorities and immigrants
Teamsters Local 237 Workplace Literacy Program	Consortium	Job-specific	Male/ethnicity mixed
UAW District 65 Worker-Family Education Program	Consortium	Generic, work-place-related	Female/Hispanic immigrant and native-born black
UAW Local 365	CLC-related	Generic	Female/Hispanic immigrant
UFCW Local 342-50	CLC-related	Generic	Immigrant/male/female
UFCW Local 174	CLC-related	Generic	Immigrant/male/female
Upgrading for Dislocated Sewing Machine Operators	Consortium	Job-specific	Female/Hispanic/ Chinese immigrant

As operationalized by these unions, workplace literacy is an evolving field requiring different recruitment methods, intake procedures, course objectives, curricular content, and assessment tools from those found in either traditional adult education or vocational education programs. Recruitment, for example, is carried out by union organizers making use of the trade union machinery--union shop stewards, newspapers, flyers posted at the worksite, other workers, and sometimes even the employer--to reach workers who might not otherwise have access to such education.

Because workplace literacy programs serve people who have little time for education and few backup supports, the education they provide should address workers' need for jobs, job retention, and promotion. It must be focused, goal oriented, and perceived as relevant to the workers' economic needs. These needs vary according to the sector of the workforce the particular worker is in as well as his or her level of education. Teamsters Local 237, for example, offers its workplace literacy courses as preparation for taking civil service exams so that its members can get jobs or upgrade themselves in a number of occupational areas with a variety of agencies including mayoral agencies, the Board of Education and the Health and Hospital Corporation. The Consortium Home Care Institute, a program offered to workers in two health-care related unions (American Federation of State, County and Municipal Employees Union D.C. 1707, and the Health and Hospital Workers Union D.C. 1199), offers union members literacy instruction designed for preparation for taking a state certification exam required for home care workers. A program for dislocated sewing machine operators run by the International Ladies Garment Workers Union (ILGWU) and the Garment Industry Development Corporation provides literacy in the context of upgrading workers' skills to prepare them for jobs promised upon successful completion of the course. The Amalgamated Clothing and Textile Workers Union (ACTWU) offers courses which are designed to help orient the union's primarily immigrant members to life in a new culture, while at the same time helping them to appreciate and reflect on the culture they have left behind. A Consortium-wide Computers and Literacy course teaches literacy skills through the use of computers, while at the same time teaching computer skills which are becoming more and more essential for a variety of jobs.

Since the population served by the program has little time for education, a great deal of ingenuity and flexibility must be demonstated in the scheduling and format of classes. Such flexibility is illustrated by the ILGWU program, which has located several workplace literacy classes in the lunchrooms of the factories that employ their garment workers, so that those who work long hours and have to travel far to get home at night can take advantage of the courses. Another example of program flexibility is found in the Service Employees International Union (SEIU) Local 144 which runs classes at its educational headquarters in Manhattan from 9:00 a.m. through 8:30 p.m. to accommodate the differing shift patterns of its health care workers. In order to keep the interest of tired workers who come to class after working all night--as well as to meet other educational goals--Local 144 recently added a computer-assisted literacy component to its program.

Flexibility and ingenuity are displayed not only in the scheduling of classes, but also in the format of classes and curriculum. Pattern-making classes run by the ILGWU, for example, are divided into two parts. In the first part, students learn the specific technical skills neeeded in pattern-making from a teacher who is a professional in the industry. During the second half of the class, students join others who have approximately the same level of literacy ability, and receive literacy instruction from a literacy teacher whose lesson plan is based upon the technical vocabulary used in the first part of the class. In order to develop a lesson based upon such specific workplace vocabulary, the literacy teacher must sit in on the first half of the class, a procedure which requires a great deal of flexibility and inventiveness. Another example of such ingenuity is found in the curricula developed by the ACTWU and Teamsters Local 237. Each of these unions has had to write its own curriculum to meet the job-related needs of its workers. For ACTWU members, the primary need is to help them develop problem-solving skills in relation to such basic competencies as getting around New York City by public transportation, filling out a variety of forms and applications, applying for citizenship, and dealing with problems at the workplace. Thus, union literacy staff and teachers have written a basic English as a Second Language (E.S.L.) curriculum using content drawn from the actual experiences of their workers and based on the following themes: "Transportation," "The Immigrant Experience," "Housing," and "Health." In such a curriculum, vocabulary and grammar are developed as they relate to some of the workers' most essential needs and interests. Teamsters Local 237's curriculum has been designed to teach workers the vocabulary and literacy skills needed to pass particular civil service exams. These exams are given at varying times throughout the year, according to the number of openings that become available in particular occupations.

A major issue the workplace literacy program has had to wrestle with is how to meet the specific workplace-related needs of the target population while at the same time broadening its educational capacities and horizons. How can already established experience, competencies and literacies be built upon, and how does a program at one and the same time satisfy both immediate job needs and the need for preparation for further education?

Several unions are attempting to answer address this issue through collaborative efforts with other unions as well as relationships with various units of the City University of New York (CUNY). The unions are building into their programs educational ladders that will enable their workers to start with basic literacy courses and move all the way through graduate school. These programs employ not only teachers and administrators but educational, vocational, and

often immigration counselors. They also offer free tuition through union dues, thus providing hard-working people who would not otherwise be able to afford an education the opportunity for advancement. SEIU Local 144, for example, not only offers a full range of courses from E.S.L. through college, but also the opportunity to take continuing education and professional refresher courses.

The need to expand educational horizons and capacities is also being met at the level of the curriculum. In the job-specific courses that use technical vocabulary to teach basic literacy skills, teachers initially present the vocabulary in highly specific job contexts, and then introduce other uses for the same terms. For example, in a class in skills upgrading for dislocated sewing machine operators the instructor discussed the use of a tape measure to determine lengths. Students participated as the instructor worked out measurement examples. Language as well as mathematical concepts were involved. The instructor then went on to point out other meanings of the word, "tape," such as "recording tape," and discussed how the different meanings are related.

A somewhat different approach is taken for those more advanced in literacy who are studying to become Supervisors of Caretakers through the Teamsters program. Here, the coordination of both the technical and broader literacy components includes having the students summarize, for homework, the chapter in the technical manual that relates to the upcoming class. In addition, a essay is written on that topic. For example, for a chapter on the storage of chemicals, students might be asked to write an essay answering the question, "How Does the Storage and Distribution of Chemicals Affect the Performance of Your Job?" In this way, the content of instruction is directly related to students' own work experiences. Another example of how essays are developed in a student-centered manner was described by a literacy teacher who was interviewed in this study. In his method, he starts with a discussion of the students' own life experience in New York City, such as dealing with a negative attitude on the part of a taxi or bus driver. After the class discusses techniques of handling such situations, the teacher moves the discussion to techniques of handling a co-worker with a negative attitude, and finally, to the problem of how, as a supervisor of caretakers, the student would handle the problem of a subordinate with a negative attitude, one that would hinder the performance of required duties. To prepare for writing an essay, the students study grammar, sentence structure, and the mechanics of English, so that the literacy skills are employed in a meaningful way.

From the variety of approaches taken by the unions participating in this program, it is obvious that workplace literacy is characterized by both flexibility and attention to meeting students' work-related needs. Given these characteristics, many workplace literacy educators have found that traditional standardized tests do not measure either what the worker already knows or the competencies that workplace literacy courses have been designed to teach. Because of the differing needs represented in both the population and the workplace settings, new assessment measures need to be developed.

The CLC-CWE Workplace Literacy Program as a whole reflects differing levels of development in the construction of new assessment measures. Some union programs rely on standardized tests such as the TABE, the John test and the CREST, while others, which have been concerned with the assessment issue for a longer period of time, such as ACTWU, are beginning to develop new curriculum-based assessment tools to measure what they are actually teaching. Currently, a variety of assessment tools are being experimented with. They include in-house tests designed to measure mastery of the content likely to be on civil service, certification or citizenship exams; student notebooks and essays; performance ratings of technical skills; job placements upon course completion; and a student self-report form that was developed by one of the researchers and pilot tested with four of the programs.

Although the programs differed with regard to how the concept of workplace literacy was operationalized, they all demonstrated effectiveness with regard to the objectives they had set for themselves. The accomplishments manifested within a short period of time are impressive. The unions have exhibited ingenuity and creativity in establishing curricula, finding educational sites, scheduling classes to meet worker needs, and in recruiting students who may have been reticent about entering the educational arena. Frequently, students and teachers reported increased self-esteem and self-confidence as a result of taking these courses. Some of the students, at the beginning of the program, were filled with self-doubt which was expressed in oral discussion as well as in some of the writings. For example, one of the students in the computer assisted literacy course run by the Consortium for Worker Education had been afraid to start class for fear of being "too old" and "too stupid." However, the supportive milieu provided by this program, where students counseled and encouraged each other, helped dissipate her fears. The student grew more assertive as the course progressed and expressed how much she looked forward to each class because of the confidence and courage it gave her to explore change. Students in the workplace literacy courses run by Communications Workers Local 1180 expressed the opinion that these courses "were better than college," because they were not based on competition but on mutual encouragement and support.

Teachers in both CLC and CWE program components expressed delight with the students in their classes. The teachers appeared to be greatly moved by their students' desire to learn--a desire whetted even more by these programs.

Those unions with more experience in the field have demonstrated tangible results with regard to literacy. Students have passed written examinations for certification, mastered language and concepts required for upgrading job skills and qualifying for work placement, developed writing and word processing skills, and generally positioned themselves for a better life-style because of exposure to these programs. Attendance and retention rates were, in most cases, far better than the national average cited by the U.S. Department of Education for state-administered adult education programs.

Recommendations for further improvement of the program include: 1) a central library for the program which would house guidelines for administrating primary elements comprising a workplace literacy program as well as quantifiable data that should be gathered in each of the programs; 2) program-wide technical assistance for program evaluation delivered on a union by union basis; 3) intake procedures based upon the type of literacy instruction to be given; 4) the development of pre-post measurement instruments based on the specific literacy objectives for which each program has been designed; 5) more time for discussion and planning to be built into programs that combine literacy with the development of specific technical skills; 6) more effective documentation of long-term program impact; and 7) program-wide staff development for teachers and program administrators.

Teachers, students and union officials have not been the only ones to express enthusiasm for this program. In several instances, employers have welcomed and even supported the programs through joint financial sponsorship or by providing space at the worksite for workplace literacy classes. The CLC-CWE Workplace Literacy Program is beginning to demonstrate that there can be a new relationship between unions, management, and the public sector. As unions become effective educators of the new workforce and are able to retrain older workers to manage new technologies, employers benefit in greater productivity, better quality products, and increased workplace safety. Small employers who may not have the capital to retrain their workforces for the new technologies that are making them uncompetitive can be saved from going under; businesses that now claim they cannot find qualified workers can be kept in the city; the city's tax base will increase as more of its workers qualify for entry level jobs or promotions; and as city employees become better managers of city services, the entire city benefits.

As unions become better at educating the workforce, and effective at securing jobs through this process, they begin to recover their former image as the champion of the broader social vision of justice and well-being that was submerged along the way in the adversarial struggle over wages and benefits. Many students surveyed for this report were open to the educational process precisely because it was offered by an institution they knew was working on their behalf and in which they had an investment. Invariably, students grew even more enthusiastic about their union relationship as a result of taking these courses. The movement for workplace education which this group of unions is leading indicates that there may be another path to the achievement of jobs with justice for working people beyond the struggle over wages and benefits, one that, in benefiting union members, also contributes to the formation of more humane civic values throughout the entire society.

PREPARATION OF THE REPORT

This report describes a field in the process of development. It evaluates a fledgling program in workplace literacy which, as it breaks new ground, generates new definitions of the field that require new evaluative criteria, many of which are still in the process of being constructed. We have been concerned with presenting, in operational terms through the case study method, how different programs define workplace literacy and how they are beginning to generate new curricula, evaluative criteria, and methodologies based upon the definitions and needs emerging from their experiences.

The programs we describe are operating as part of a large workplace literacy effort being conducted by two union organizations in the New York City area: The New York City Central Labor Council (CLC) and the Consortium for Worker Education (CWE). In the report we describe programs and offer recommendations based on our interviews with a wide variety of union officials, workplace literacy program directors, curriculum developers, teachers, students, and administrative staffs of the Consortium for Worker Education and the New York City Central Labor Council. Classroom interviews and a pilot self-report developed by one member of the evaluation team were also used. In addition, a wide variety of workplace literacy program data were examined, including: announcement flyers and brochures, union newspapers, application forms, curricula, tests and test scores, student workbooks and other student writings, attendance records, applications for future enrollment, job promotion, certification, and Civil Service examination placements.

The evaluation provides the following kinds of information:

1. Documentation of efforts underway which can serve as a guide to those contemplating the initiation of workplace literacy programs.

2. Operational definitions of workplace literacy drawn from program descriptions in section three and case studies in section four.

3. An assessment of program impact as defined and described by the programs and program participants in both qualitative and quantitative terms.

4. Recommendations for program improvement for a broad range of areas, including data that need to be gathered in the future in order to further evaluate the program's impact.

Dr. Miriam Balmuth conducted the descriptive research for the six case studies of Consortium for Worker Education-related programs found in section four. Dr. Priscilla Jean conducted the research report in section four on issues concerning the impact that the six Consortium-related programs were having on students. She also designed the instrument administered to collect self-report data from students in the pilot study mentioned above. Dr. Sheila Collins conducted the research for the profiles of the programs described in section three of the report. She also researched the history, current status, future plans, philosophy, pedagogy and administrative issues of the program described in sections one and two. Recommendations for further program development, found in section five, were provided by Drs. Balmuth, Collins, and Jean. Dr. Collins had overall editorial responsibility for the report. The evaluation team would like to thank Joseph McDermott, Francine Boren and Fred Dunn of the Consortium for Worker Education and Brian McLaughlin and Jack Gehan of the Central Labor Council for their assistance in conducting this evaluation.

SECTION I

BACKGROUND AND OVERVIEW

HISTORY OF THE PROGRAM

The Central Labor Council-Consortium for Worker Education's Workplace Literacy Program grew out of the pioneering efforts of the Consortium for Worker Literacy, a coalition of eight New York City-based unions established in 1985 to cooperate in the delivery of basic education, English as a second language, and high school equivalency to their members (See CUNY Graduate School Worker Literacy Project Technical Report #1). The Consortium itself was an outgrowth of educational work that Teamsters Local 237 had been involved in since 1979, when it began a B.A. program for its members through the City University of New York. In 1981, recognizing the literacy deficits facing the New York City workforce, the union began a literacy program. Gradually, it persuaded other unions to join it, and in 1984 the Consortium for Worker Education was born, of which the Consortium for Worker Literacy is a component.*

For the first two years of its existence, the Consortium for Worker Literacy was funded by the State Education Department's Division of Adult and Continuing Education, with supporting grants from the New York City Board of Education, the Municipal Assistance Corporation, and several foundations. With these grants, the Consortium offered a series of English as a Second Language (E.S.L.), Adult Basic Education (A.B.E.), General Educational Development (G.E.D), and college prep courses to its members using New York City Board of Education certified teachers and following New York City Board of Education regulations.

In the first two years the Consortium set up a new administrative apparatus, established quality control, engaged in staff development, and actually began to educate 3500 adult learners. (By June 1988 the Consortium and the Central Labor Council had served over 7000 literacy students.)

But the material the Consortium had to work with never easily conformed to the rules, regulations, and evaluative procedures set up for the traditional educational system. That "material" consisted of labor unions unused to working together and some union officials without prior experience in running educational programs; students with multiple roles to play in their daily lives, little time for education, and problems often compounded by poverty, immigrant status, or single parenthood; and finally, a constantly shifting labor market which, itself, was unsure of what kind of education was necessary to maintain employment in threatened industries and to prepare workers for the new service economy.

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*In the remainder of the report Central Labor Council-Consortium for Worker Education's Workplace Literacy Program is often referred to as "the CLC-Consortium Program" and the Consortium for Worker Literacy (CWE) is referred to as "the Consortium."

While the Consortium continued to offer Board of Education-type classes, it was obvious from their experience that a shift of focus was evolving--from what might be called "worker literacy" to "workplace literacy." The shift involved moving from generic literacy with the worker as subject, to education that teaches literacy through the cognitive and affective maps, procedures, terminology, and skills specific to particular workplaces.

The Consortium's experience is supported by recent studies which indicate that generically determined reading grade levels do not easily translate into literacy standards needed for specific job functions (Stedman and Kaestle, 1987). Literacy at the workplace, it has been found, involves problem solving, the ability to communicate ideas and complete tasks. Workplace writing, unlike school writing, often intentionally violates traditional academic writing rules and standards (Mikulecky and Ehlinger, 1987). Consequently, job performance is more likely to be increased in approaches that are more specifically related to the job than in generic literacy training (Cornell, 1988; Mikulecky and Ehlinger, 1987). Still other studies suggest that education for adults is secondary to other life needs and that retention rates are maximized when the education that is offered addresses real needs and benefits the adult learner in specific ways (Darkenwald, 1981). Since getting or keeping a job is one of the most important needs for most adults, education that has a clear job-related benefit would appear to be highly effective.

Having proved that it could set up and effectively run a more traditional educational program--albeit one that tried within the given framework to address the needs of workers, as workers--the Consortium approached the New York State Legislature in the fall of 1986 with an ambitious proposal. The plan was to set up six Workplace Literacy Centers around the state, modeled on the Consortium for Worker Education in New York City and focusing on a more work-related approach to literacy.

The proposed program was a kind of hybrid, not quite fitting either the generic parameters of the New York State Education Department's Division of Adult and Continuing Education or that of Occupational Education. As such, it was essentially seeking to fill a new educational niche created by the shift from an industrial to a high-tech, service economy and a changing urban workforce, more heavily female, non-English speaking, low or unskilled, and poorly educated.

The Consortium argued that the trade union movement was the best vehicle to fill this educational gap. Trade unions were in daily contact with their workers and had an intimate knowledge of their personal and workplace needs; they understood the problems peculiar to

worker education; they were trusted by their membership to work on their behalf; they had the experience and contacts to establish the needed programs; and perhaps most importantly, they spoke the language of the working man and woman. "Workplace literacy," said Joseph McDermott, Director of the Consortium for Worker Education, "has to be part of a system where it can rely on other kinds of supports, and the union movement allows you to do that." Among those supports that the CLC-Consortium program has or is putting in place are: counseling and referral services; an educational ladder which can take a worker from basic literacy through graduate school; financial aid; a stress-free learning environment in which adults without much formal education can feel free to take risks; and a process that provides access to jobs and upward mobility.

It has been the American experience that even though business needs a more educated workforce to boost productivity and competitiveness, its focus on short-term profitability has not motivated it to put in place that integrated system of educational ladders and supportive services needed by the kind of labor force that now exists in urban centers like New York. Industry educational programs exist chiefly for entry-level workers or middle/upper management. Few are equipped to deal with the multiple needs of immigrant workers or female heads of households. "We're interested," said Joseph McDermott, "in workers across the board." The Consortium believes that a viable educational system has to be engaged in: 1) job retention; 2) job upgrading; 3) re-employment in the same or other industries; and 4) the humanizing element that should accompany all learning, including self-esteem, greater control over one's life and environment, increased ability to think and reason, problem-solve, and create.

Aside from the definitional problems alluded to above, one of the biggest problems the Consortium for Worker Education-generated education proposal ran into was inter-union coordination. The entry of the statewide AFL-CIO into the picture changed the focus of the proposal from a state-wide program modeled after the Consortium for Worker Education to two separate programs, one for New York City, which would be run by the N.Y.C. Central Labor Council (CLC) and the Consortium for Worker Education, and the other involving the rest of the state and a variety of players including unions, community colleges, and local Economic Development offices.

Legislation establishing a regular budget line for "Workplace Education" was passed in April 1987, and the approximately one million dollar grant arrived almost one year later.

As the umbrella for 500 metropolitan area unions representing 1.2 million workers, the New York City Central Labor Council was designated the official grantee.

The CLC decided that the staff of the Consortium for Worker Education (whose unions were members of the CLC and who had prior experience in running such programs) would administer the program for the first six months, bringing into it unions that weren't already members of the Consortium.

That arrangement has worked quite well. While not interfering with each union's autonomy, the CWE played a facilitating role, enabling unions that had had no prior experience in running literacy programs to hire teachers and locate sites, providing them with technical assistance when requested, and channeling the program funding. Without the help provided by the CWE, many of these unions would not have been able to get such programs off the ground. One result of the facilitative role played by the CWE was the decision of Local 144 of the Service Employees International Union (SEIU) to join the Consortium for Worker Education. By modeling a collaborative approach to workplace education, one that respects the individuality and autonomy of each union yet provides them with a way to share resources, learn from one another, and develop collaborative educational philosophies and strategies, the Consortium for Worker Education is making a major contribution to the workplace literacy movement.

The CLC-Consortium for Worker Education Workplace Literacy Program is beginning to demonstrate that there can be a new relationship between unions, management, and the public sector. Through such a program unions can demonstrate that they can turn non-English speaking immigrants and those now thought to be ineducable into functioning citizens and productive workers, and can effectively retrain older workers to manage new technologies. When this happens, employers benefit in greater productivity, better quality products, and increased workplace safety. Small employers who may not have the capital to retrain their workforces for the new technologies that are making them uncompetitive can be saved from going under; businesses that now claim they cannot find qualified workforces can be kept in the city; and the city's tax base will increase as more of its workers qualify for entry level jobs or promotions. If single mothers can gain the self-esteem and upward mobility which they appear to be gaining through these programs, fewer children are likely to prey on the city through crime and drug addiction; and finally, as city employees become better managers of city services, the entire city benefits.

The CWE component of the Workplace Literacy Program is beginning to demonstrate the wisdom of this scenario. At least 400-500 people who have gone through the Consortium-

related programs to date have received job promotions. The Amalgamated Clothing and Textile Workers' Union (ACTWU) has reduced employer fines for undocumented workers in the last six months and now employers are asking the union to increase its workplace literacy legalization programs. For years, the machines that International Ladies Garment Workers Union (ILGWU) members used had to be repaired by outside contractors; now six to seven companies are training their own ILGWU workers to repair the machines. Due to their workplace literacy efforts, the Teamsters secured an agreement from one of its employers, who was threatening to move out of New York, to stay and provide jobs for Teamsters members.

CURRENT STATUS OF THE PROGRAM

The Workplace Literacy Program described in this report has two components. The first is composed of those programs run by unions related to the Consortium for Worker Education. Each of these unions had already begun some type of workplace literacy program before the advent of this funding. They had established a track record and had begun collective thinking about the field and its requirements. The CWE-related unions include: Teamsters Joint Council 16; International Ladies Garment Workers Union (ILGWU); United Auto Workers (UAW), District Council 65; American Federation of State County and Municipal Employees Union (AFSCME), District 1707; the Industry Training Program of the Hotel and Restaurant Workers Union (ITP); Amalgamated Clothing and Textile Workers Union (ACTWU); and more recent members of the Consortium: UAW Local 259; Health and Hospital workers Union Local 1199; Communications Workers of America (CWA) Local 1180; and the Service Employees International Union (SEIU) Local 144. Although a member of the Consortium, UAW Local 259 did not participate in this particular program. According to union officials, there was great interest, but because of the union's small staff, it would have taken more staff time than was available to cultivate employer support for this program, which the union felt was essential for it to happen.

State workplace literacy funds enabled the Consortium-related unions to expand programs they had already begun, add administrative staff to improve their delivery systems, hire curriculum developers and other consultants to work on new teaching methodologies, and begin work on developing new intake and assessment procedures appropriate to the objectives they had developed.

For example, the Director of UAW 65's Worker-Family Education Program, who had been running what she said amounted to a junior high school virtually singlehandedly, was able to hire a Program Coordinator to relieve her of some of the administrative overload and free her to begin work on designing new assessment tools. ACTWU staff began work on a new theme-oriented E.S.L. beginning level curriculum designed to reflect the real life experiences and needs of their largely immigrant workforce; and SEIU Local 144 began, with Consortium help, the staff development necessary to use newly acquired computers as learning tools in all their classes. These and many other innovations are described in the program profiles and case studies below, as well as in the Appendices.

The second component of the program consists of a series of individual classes begun this spring by non-Consortium-related unions brought into the process through the sponsorship of the Central Labor Council. These include: International Union of Operating Engineers (IUE) Local 30; International Brotherhood of Electrical Workers (IBEW) Local 3; New York Metro Postal Workers Union; UAW Local 365; United Food and Commercial Workers (UFCW) Local 174; UFCW Local 342-50; and UFCW Local 1500.*

In this component, workplace literacy funds were used either to insert workplace literacy courses into ongoing wider educational efforts (as described in the profiles in section three for IUE Local 30 and IBEW Local 3) or to start new educational efforts where none existed. Most of the non-Consortium unions had no professional educators on staff and had to learn how to construct an educational program from scratch. Because of its already established network of educators and supportive institutions, the Consortium was able to help such unions find teachers and sites if they were planning to hold at least four classes. Out of respect for the autonomy of the unions new to the process, the Consortium did not seek administrative control or oversight, except insofar as what was needed to be in conformity with state funding requirements, including fiscal accountability. Although it is too soon to tell what literacy impact these new programs may be having, it is clear that the unions new to this process were "turned on" to education efforts in general for their union members, an organizational change that must be credited to the workplace literacy initiative, and the experience provided them with valuable lessons about how education is to be administered.

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*UFCW Local 1500 did not start its own classes, but placed its workers in programs begun by other unions. Hence, they are not profiled in this report.

A program-wide staff development conference was held on three successive Tuesdays in June 1988. In cooperation with the Office of Special Programs of the Graduate Center, City University of New York and Social Policy magazine, the CLC-Consortium held three half-day seminars for union educators and other interested members of the public at the CUNY Graduate School. The general topic was "Reshaping the Economy and Labor Force of New York City." The seminars featured panels of experts who spoke and answered questions on the following topics: the changing character of the New York labor force and its implications for education; the role of public education, business, and the trade union movement in educating and future workforce; and workplace education models that have been tried and tested in other parts of the country. (Appendix IX).

FUTURE PLANS

During the early part of Summer 1988, an agreeement was worked out between the CLC and the Consortium for Worker Education to share responsibility for the administration of the next phase of the program. The CLC will hire an administrator to coordinate the educational programs of the non-consortium unions. He or she will work closely with Joseph McDermott of the Consortium. The coordinator's job will be to help those unions new to this kind of education and without the resources to initiate programs on their own to develop workplace literacy programs. A needs assessment will be one of the first tasks to be undertaken.

With an administrator at the CLC, it will be possible to tie in all the workplace literacy programs with the extensive counseling, training, and referral services available through the Central Labor Rehabilitation Council, the CLC's social service arm. The Rehab Council runs a number of programs for members of CLC unions and their families, retirees and friends, including college credit-bearing seminars on various consumer protection issues, health and safety, and peer counseling techniques. There are also courses that lead to certification in substance abuse counseling, a counseling and referral system for alcohol and drug abusers and their families, a Youth Assistance Program for youthful offenders, and a Crime Victims Assistance Program.

As people are recruited for the CLC-Consortium workplace literacy programs, they will be apprised of these comprehensive services. Although most unions have their own social service operations, many union members, especially those with substance abuse problems, may be reluctant to go to a program offered by their union peers. According to Jack Gehan, who

runs the CLC's rehabilitation program, the anonymity offered by the program is often preferred by union members, especially as alcohol and drug abuse become more prevalent in the population. In the last 20 years, according to Mr. Gehan, drug and alcohol cases have become fifty percent of the caseload of the CLC Rehabilitation Council, up from two percent in the late 1960s.

The unions that are members of the Consortium for Worker Literacy will continue to meet together, to share teaching and technical resources, to work on common projects, and to deepen their level of understanding and refine their practice of workplace literacy instruction.

Consortium plans for 1988-89 include the following:

1) The Consortium has hired a person to set up a central computer program to include computer literacy, literacy through computers, word processing, PALS and Skill-Pac.* These programs will be offered in various sites around the city including: John Jay College, UAW 65, and several schools. The program can accommodate up to 500 students per cycle.

2) Work on formalizing documentation of workplace literacy successes will continue through:

   a. Research into Consortium programs--classroom strategies, evaluations, narrative reports, etc.
   b. Development of curricula and materials which are unique to the program and the collation of these materials at a central point.
   c. Development of brochures and materials which describe the individual programs as well as the Consortium in general.
   d. Development of instruments for testing students that are appropriate for workplace literacy.

3) Administrative systems and staffing will be redesigned to meet the needs and changing realities of the program.

4) Staff development will proceed through:

   a. A staff training conference at each union for all personnel involved in the union's literacy program.
   b. A mid-term conference across the Consortium.
   c. Consortium-wide projects, such as newsletters and collective writing projects.

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*Software programs developed by IBM to teach literacy and English as a Second Language.

SECTION II

Philosophy, Pedagogy and Administrative Issues

PHILOSOPHY, PEDAGOGY, AND ADMINISTRATIVE ISSUES

The CLC-Consortium for Worker Education Workplace Literacy Program is part of a new educational movement with profound implications for social, economic and political life. The movement is still in its infancy, searching in the bewildering cacophany of sounds and symbols that surround it for the appropriate formulation to describe and resolve the living reality it is experiencing.

That reality consists of the following elements:

1. The erosion of entry-level jobs in the manufacturing sector for unskilled workers with little or no formal education.
2. A service economy now highly dependent on computers and advanced technology for which the current workforce has not been educated or trained.
3. Urban centers in which a greater proportion of the current and potential workforce is made up of non-English speaking immigrants, women--many of them single mothers--and people of color.
4. Public schools which are failing to provide large numbers of the next generation of workers with the reading, writing and math skills needed for the communications/service economy.
5. The erosion of wages and union bargaining power with the result that the average working class family must now have at least two wage-earners simply to maintain their former lifestyle, while many must work two or three jobs--fourteen hours a day, six and seven days a week--just to survive.
6. An information explosion, coupled with increased social stress, leading to a tendency to "tune out" all information that is perceived as irrelevant to one's own immediate survival needs.

Given this reality, several sets of questions arise for the differing sectors of our society concerned with educating the new workforce. First, from the perspective of the educational sector, what information, cognitive maps, skills, affective orientations, and behavioral aptitudes do people need to: 1) survive with dignity; 2) enhance their job and earning prospects; 3) become self-actualized, inquisitive, rational, problem-solving, and creative human beings?

Second, from the perspective of organized labor, what information, cognitive maps, technical skills, affective and behavioral aptitudes do workers need in order to: 1) gain entry-level jobs; 2) retain their jobs; 3) retrain for other jobs; 4) become upwardly mobile; 5) gain

dignity, respect, and rights as workers; 6) gain some control over the work process and the products that are made?

Third, from the perspective of employers, what information, cognitive maps, technical skills, affective orientations, and behavioral aptitudes do their workers need in order to: 1) boost productivity, and 2) enhance the competitive position of the company in the market?

Finally, from the perspective of the state, what information, cognitive and technical skills, affective orientations and behavioral aptitudes does the society need from its citizens/workers in order to: 1) enhance the efficient and humane delivery of public services; 2) create a stable, harmonious, interactive, functioning, intelligent and loyal civil society?

These are not new questions. Most have been wrestled with from the time of the first city-state formations, but the changes in the international economy and the movement for workplace literacy which they have spawned have given new urgency to the attempt to find fresh answers. Moreover, the labor movement's entry into the dialogue has forced a refocusing of all of the questions onto an integrated set of educational players. Formerly, it was the public school system which attempted to answer the first and fourth sets of questions, namely, the articulation between individual development and the needs of society, while labor and management dealt with those questions that pertained to their own self-interest.

The contemporary movement for workplace literacy is attempting to deal with all of the questions, and the CLC-Consortium for Workplace Education program is at the very heart of that discussion, helping to give it direction. While no definitive answers have been found, a lively dialogue is underway among union program coordinators, curriculum developers, teachers and students, and some tentative answers are being formulated. As it continues, this dialogue is reverberating out to employers, government agencies, the public school system, and the general public.

According to Francine Boren, Coordinator of the Consortium for Worker Education, the traditional concept of the "literate man" is irrelevant to the education of adult workers. Many workers would be deemed, by traditional academic standards, "illiterate." Yet adult workers have storehouses of information, by virtue of the places they have come from (all over the world) and the experiences they have had. Their survival through some of these experiences indicates they have developed certain competencies which can be mapped and built upon. "What we are talking about," said Ms. Boren, "is a plurality of literacies, of which reading, writing and speaking in English is just one form." Consequently, many workplace literacy personnel have found traditional literacy assessment tools meaningless to measure what working adult students know.

Because workplace literacy programs deal with people who have little time for education and have few backup supports, education must be focused on workers' need for jobs, job retention, and promotion. Not only must a worker literacy program be physically accessible, and flexible enough to meet the limited and varying time slots workers have available, it is also necessary for workplace literacy instruction to build on already established experiences, competencies and literacies. It must be focused, goal oriented, and perceived as relevant to the worker's economic needs. In building on established competencies, the educator must articulate the value of literacy in the lives of workers. One way the Consortium does this is by demonstrating that workers are not really "illiterate" as the society has led them to believe. "It is really a lack of congruence between their needs and what they have been taught is literacy," said Ms. Boren. The Consortium classes, then, help workers to understand that what they do in their everyday lives is based on literacy. Most of them have checking accounts and credit cards. They go to work, raise their children, and manage their households. Each of these requires a number of competencies which involve reading, writing and speaking. These workers are context literate, and the work of the Consortium educators is to expand those contexts.

Thus, non-English speaking sewing machine operators in ILGWU's classes are taught the word, "straight," first, in the context of the workplace skill they are using, as in "straight seam." They are then given other contexts in which the same word can be used: "straight talk," "straighten up." It is much easier and less intimidating for a worker without much formal education to learn basic math in the context of developing his/her marketable skills in, say, cutting, draping or pattern making, than to learn it in a traditional, context-free setting.

Another way in which the Consortium is attempting to inculcate literacy as a value is through bringing the workplace and the family together. At least two unions have "Worker-Family Education Programs." The Consortium will be experimenting with a model in Chinatown in which on one evening the whole family is encouraged to come to a learning center. While parents are learning literacy through the use of computers, the children will be working on another literacy activity. On a second night the entire family will engage in literacy activities together--on the computer, through reading to each other, discussing articles that relate to the class, and otherwise engaging in literate behavior.

Consortium educators are developing a broader definition of the term, "literacy"--one that recognizes the differing cultural contexts in which words and concepts are embedded, that accepts and celebrates diversity and individuality.

One result of an understanding of the adult worker/student as a literate person who simply needs to expand his/her literacy contexts is a student-centered approach to teaching. This has been articulated by Shirley Edwards, Coordinator of Teamsters Local 237's Workplace Literacy Program:

> Student-centeredness implies that in a classroom power is shared, based on a common understanding that students, as well as the teacher, bring with them goals and objectives for learning, as well as prior knowledge and experience essential to learning new things. Goals and objectives are then negotiated in the classroom; prior knowledge is invited and validated. Topics to be covered, tasks to be accomplished, and methodology to be used emerge from these negotiations.*

Curricular ingenuity and teacher flexibility are an inevitable result of a student-centered approach, for curriculum must be built out of living material--the students' own lives, experiences, and comptencies, which can vary greatly. This demands special qualities and sensitivities in instructional staff. Such curricular innovations are expressed in collections of E.S.L. student writings, in which students learn and practice English through talking and writing about their own lives, their families, their cultural histories and their workplace experiences, and sharing favorite ethnic recipes, fables and other cultural artifacts with each other (see Appendix I for examples). Assessment procedures must also be reinvented. For example, ACTWU has devised a test for measuring the English reading, writing and speaking abilities of its Spanish-speaking workers that utilizes pictures and questions that have been drawn from the actual experiences of workers in its program (see Appendix II).

In ACTWU's student-centered approach to learning, students learn that services provided by the union, such as free education, legalization counseling and advocacy, are part of a reciprocal agreement between learners and the educational delivery system. In return for these "services," learners are encouraged to give something back to the learning collective, in the form of responsibility to other learners, decision-making around collective needs, feed-back into the curriculum development process, and so on. Thus, a reciprocal process is developed. (See ACTWU profile in Section III.)

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*Shirley Edwards in Themes for Literacy Acquisition: Some Beliefs and Approaches for Teaching G.E.D., A.B.E., and E.S.L. A Publication of the Consortium for Worker Education in collaboration with the Institute for Literacy Studies, Lehman College, City University of New York, 1987, p.7.

Dino Pacio-Lindin, a consultant to ACTWU's workplace literacy program defines reciprocity as a guiding educational principle in this way:

> RECIPROCITY is an alternative both to individual profit and to charity. In this theoretical framework, nothing is solely for individual profit but nothing is for free either. Empathy, a positive attitude, is essential to understand reciprocity. Responsibility does not make sense without reciprocity. The structural development of a program, whose existential essence is reciprocity, is a great practical and theoretical challenge inside of a social system, whose front side is profit and back side is charity . . . Reciprocity is much more than a question of feedback. It is a process of participation at all levels of the learning teaching process. It is essentially dynamic, dialogic, teleologic.*

An example of ACTWU's attempt to apply the concept of reciprocity in its work with adult students is cited by Professor Pacio-Lindin:

> The counselor of the union's legalization program one day took three participants to the INS office in his car. After having gone through the process of filling all the applications, the students asked: "How much is it?" The counselor said: "nothing." Given the levels of exploitation and profit that are currently involved in this immigration affair, the student-worker just could not understand the answer. The subconscious question was: "How can you be so cheap, or so stupid?" The counselor used the occasion to explain that the alternative is not a free ride but reciprocity.**

In this one encounter, which ostensibly had nothing to do with traditional "literacy," the notion of citizenship and the question of the relationship of the individual to the collective was given a new answer. In itself, it was a civics lesson, a vocabulary lesson, a lesson which, if institutionalized on a wide scale through such programs, could profoundly change our nation's socio-economic and political values.

Critical thinking skills are also literacy skills. More and more, it is critical thinking--the ability to size up a situation, define a problem, and mentally solve the problem--which is required in the new high tech service economy. Supervisory workers in CWA 1180's classes on Supervisory Skills (see profile in Section III) are learning that the problem-solving knowledge they have been using unconsciously in their offices is the kind of knowledge that can be credentialed and used as the basis for gaining promotions. In fact, in surveys and observations carried out by these (primarily older, Black female workers) of their own worksites as part of their supervisory skills training many discovered that the knowledge and skills they had been using at the workplace rendered them actually more knowledgeable about supervising than their bosses.

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*Dino Pacio-Lindin, "Worker Education: In Search of a Theory," available from ACTWU, Worker Education Project, 15 Union Square, New York, N.Y. 10003-3377.

**Ibid.

Another way in which the new socio-economic realities described earlier are reshaping and redefining literacy education is demonstrated in ACTWU's approach to literacy education as "orientation." According to Mr. Pacio-Lindin, "Orientation is a transcendental variable of life in our times. The age of overloaded information, of unrealistic and harmful advertising, of multiple choice, requires accurate orientation." If this is true for everyone, it is especially critical for the newly arrived immigrant worker and those with poor English skills.

> The immigrant's situation is in most cases an example of acute cultural shock. It is not only a shock of different cultures but it is also a case of immigration to a metropolis from a little village: even in the country of origin it would have been a serious shock, going from a little village to the big city. ORIENTATION has a very special value in the case of the education of immigrant workers.*

For ACTWU, literacy education as orientation requires a rethinking and redefining of the entire educational program--from receptionist to curriculum developer--in terms of clear, precise, short and long-range goals and objectives, as well as clear evaluation measures pegged to those objectives.

A focus on orientation raises several interesting pedagogical and administrative questions which the Consortium is currently trying to wrestle with. As articulated by Mr. Pacio-Lindin:

1. How does one screen overloaded information and make it relevant to people with limited and confused information?
2. How does this information become individually realistic for workers, especially immigrant workers?
3. How is it possible to organize a chain of programs that respond to short and long term objectives and goals?
4. How does one program become the satisfaction of an immediate job need and preparation for further education?
5. How does prior knowledge become legitimate and the basis for further knowledge?
6. How does orientation become a mutual process between student and teacher, among teachers, counselors, administrative staff?
7. How does orientation become a permanent process?
8. How do both the workplace and the union become part of the orientation process.
9. How do we make orientation a dialectic combination of collective and individualized processes?**

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*Pacio-Lindin, op. cit.

**Ibid.

While the answers to these questions have not yet been fully worked out, Consortium-related educators are working at them. By developing thematic curriculum manuals based on such topics as "Transportation," "The Workplace," "The Immigrant Experience" and the like, ACTWU is attempting to answer the first and second questions. The Central Labor Council's rehabilitation program, when linked to the literacy program, will also provide an answer to the first question. Curricula which teach immigrants English through basic survival orientation skills such as map-reading, applying for credit, filling out a job application, writing a resume, etc., also address this question.

As a step in answering question three, several unions are developing their own programs and relationships with city colleges that will enable a person needing basic literacy skills to move all the way through to the college level. While many of these programs have not yet become well interlinked, there is movement toward dealing with question three. The classes that CWA Local 1180 and the Joint Apprenticeship Training Program of the elevator industry (see profiles in Section III below) are developing for their workers are already beginning to provide answers to questions three and four.

The Consortium as a whole will be taking up the answer to question six late in 1988-89 as it holds a staff development conference on intake and assessment procedures, as it plans conferences at each union for all personnel, and as it engages in cross-class consortium projects, such as newsletters, collective writing, a centralized data bank, and the like.

Question number eight is partially answered by a program like that which has been started by the Garment Industry Development Council. Here, industry, the ILGWU, and the workers are engaged in a project to prepare dislocated sewing machine operators for new jobs in an effort to save the apparel industry in New York City. The program combines English language skills and hands-on training at sewing machines in a unique arrangement (See Case Study 5).

By sharing resources, strategies, and developing a collective philosophy that is then implemented by each union according to the needs of its own workers and union capacities, the Consortium for Worker Education is beginning to redefine the role of unions as institutions committed to the total self-actualization of workers and their families. The Consortium is building a base and mutual trust among unions that can eventually result in the swapping of jobs, whereby one union might provide training and another access to a job for the same worker. This goes against the grain of the history of union turf divisions, but it may, in the long run, be one solution to the collectively experienced problem of union erosion and job loss.

As unions become better at educating the new workforce and securing--even creating--jobs through this process, they begin to recover their old image as the champion of the broader social vision of justice and well-being that was submerged along the way in the adversarial struggle over wages and benefits. While that adversarial struggle has not stopped--because the conditions that gave rise to it are still with us--the movement for workplace education which this group of unions is leading indicates that there may be another path to the achievement of jobs with justice for working people, one that, in benefitting union members, also contributes to the formation of more humane civic values throughout the entire society.

SECTION III

PROFILES OF UNION WORKPLACE LITERACY PROGRAMS

INTRODUCTION TO SECTIONS III AND IV

Sections III and IV consist of descriptions of individual programs offered in the Central Labor Council-Consortium for Worker Education Workplace Literacy Program during the first six months of the funding cycle. Section III consists of broad-stroke profiles of the programs run by each of the participating unions, both those that belong to the Consortium for Worker Education component and those which came into it through the participation of the Central Labor Council. Missing from Section III, but included in Section IV, is the Consortium Home Care Institute program, in which District Council 1707 of the Federation of State, County, and Municipal Workers Union and District 1199 of the Health and Hospital Workers Union participate. Also missing from Section III but included in Section IV is the Industry Training Program of the N.Y. Hotel and Motel Trades Council. In all, twelve programs are described in Section III and six in Section IV.

These profiles are based on interviews with program personnel and examination of some program data. They include information about the program's history, goals, scope and design, recruitment processes, program, future plans, and some statements about outcomes.

Section IV is composed of case studies of six Consortium for Worker Education-related programs. In some cases, these programs are one small part of a particular union's multi-faceted workplace literacy program. This is the case with the Supervisors of Caretakers, and N.Y.C. Housing Authority Superintendents courses which are part of Teamsters Local 237's program. The Pattern Making classes are part of the International Ladies Garment Workers Union's Worker-Family Education Program. In other cases, the programs are offered either to all Consortium members, as is the case with the Computers and Literacy Program, or to more than one union, as is the case with the Consortium Home Care Institute. These case studies give an in-depth examination of pedagogical issues and assessments of program impact. They provide a detailed look at the range of programs represented in this workplace literacy program. That range consists of a spectrum moving from generic literacy to job-specific literacy, with work-related literacy in between.

The following table represents the major programs described, their affiliation, classification in relation to worker literacy spectrum, and the section of the report in which they receive specific attention.

CLC-CONSORTIUM FOR WORKER EDUCATION WORKPLACE LITERACY PROGRAMS

Name Of Program/ Union	Consortium Member Or CLC-Related Only	Program Type	Section Of Report
ACTWU Worker Education Program	Consortium	workplace-related	Section III
CWA Local 1180	Consortium	workplace-related	Section III
Computers & Literacy	Consortium	generic	Section IV
Consortium Home Care Institute	Consortium	workplace-related	Section IV
ILGWU Worker-Family Education Program	Consortium	generic, workplace-related and job specific	Sections III and IV
(Hotel) Industry Training Program	Consortium	job-specific	Section IV
IUE Local 30	CLC-related	job-specific	Section III
JATC/Local 3	CLC-related	generic	Section III
N.Y. Metro Postal	CLC-related	generic	Section III
SEIU Local 144 Health Facilities Training and Up-Grading Fund	Consortium	generic, workplace related, and job-specific	Section III
Teamsters Local 237 Workplace Literacy Program	Consortium	job-specific	Sections III and IV
UAW District 65 Worker-Family Education Program	Consortium	generic, workplace-related	Section III
UAW Local 365	CLC-related	generic	Section III
UFCW Local 342-50	CLC-related	generic	Section III
UFCW Local 174	CLC-related	generic	Section III
Upgrading for Dislocated Sewing Machine Operators	Consortium	job-specific	Section IV

AMALGAMATED CLOTHING AND TEXTILE WORKERS UNION

ACTWU services workers in the apparel industry throughout the five boroughs of New York. The majority of workers are sewing machine operators, although they also include pattern makers, cutters, hat makers, pickers, and laundry workers. This profile is based on an interview with Paula Finn, Director of the union's Worker Education Project. ACTWU was an original member of the Consortium for Worker Education.

I. BACKGROUND AND INSTITUTIONAL SPONSORSHIP

The union's Worker Education Program was begun in September 1985 and is open to union members and their families on the basis of interest. The union's members are predominantly Spanish-speaking immigrants from Latin America and the Caribbean, most with very weak educational backgrounds even in their native tongue. ACTWU's educational program based is upon this reality. In addition to the Program Director and teachers, the program employs a full-time Immigration Counselor, who runs workshops on immigration procedure as part of the school's curriculum and is available for individual counseling and advocacy; another full-time counselor, who also coordinates the E.S.L. curriculum; a part-time consultant on Spanish G.E.D. curriculum; a part-time curriculum developer for Spanish literacy, who is also a specialist in learning problems in Spanish and does student evaluations; and a part-time program consultant, an expert in adult education, who meets with the staff and director and is involved in developing a theory of worker education which will inform the union's work. Teachers are hired by Paula Finn, the Program Director with the help of Dino Pacio-Lindin, the program consultant, and the central Consortium staff. Most are experienced teachers, but experience is not the ultimate criterion. Attitude is weighed in with other qualities.

Because of the high proportion (95-98 percent) of Spanish-speaking immigrants needing very basic literacy skills (most are below the sixth grade level) courses have been offered in Spanish literacy, Spanish G.E.D. and E.S.L. A fewer number of courses have been offered in English G.E.D. and English literacy. Students stay in the program for as long as they need it. Some have been in for three years. The union is able to take a worker from basic literacy through the college level.

II. PROGRAM GOALS

ACTWU sees its Worker Education Program as a way to encourage and assist its members and their families to take more control over their daily lives. Workers are seen in their total

life-context, not simply as a workers, but as people who must be able to communicate with fellow workers and with their bosses in a collective work environment, as family members, as persons in need of vital information which can help them to survive and develop in a culture and language which is foreign to them. The content of the learning, therefore, is related to their specific needs and interests; it is clear and realistic. Unlike certain other types of workplace education, the ACTWU program does not train peopie specifically for upgrading in the industry, since there is little room for promotion in the industry slots in which ACTWU workers are found. Promotional exams are not given in the industry. According to Paula Finn, ACTWU workers need to be able to communicate better on the job, some need to know the names of the tools, and all need to be able to solve basic work-related problems, which, in turn, would enable them to participate more actively in the union.

III. RECRUITMENT

While the union sends out fliers to advertise its Worker Education Program, the Program Director has found that word-of-mouth is the best recruitment method. In fact, the union was so swamped with applicants this summer that it had to add two courses to an originally scheduled seven.

IV. PROGRAM

Under the state workplace literacy grant, nine courses were offered in the summer of 1988. These courses consisted of one Spanish literacy class, six E.S.L. classes taught in English (three level I classes, two level II's and one which combined levels III and IV) and two Spanish G.E.D. classes. The English E.S.L. classes emphasized building the skills in English that are also weak in Spanish and are taught by a teacher who is completely bilingual. Classes were held from 5:30-8:30 p.m. twice a week for one month for a total of 216 instructional hours, although the usual class cycle is three months. Classes were held at I.S. 70, a public school in Manhattan. A total of 175 students were enrolled, 140 in E.S.L., seven in Spanish literacy, and 28 in Spanish G.E.D. Because this study was conducted in the middle of the first cycle of classes, attendance and drop-out rates, as well as final evaluations, were not available, although careful records are kept on each student.

Upon signing up for literacy classes, students are given an entrance test which has been designed by the ACTWU personnel. Dissatisfaction with the John Test, a test which is widely used with E.S.L. students, had led to the designing of evaluative measures which use pictures,

questions and stories related to the life experiences of the type of worker served by ACTWU. These tests not only measure aural ability but reading and writing as well, and are likely to be more accurate measures of what the workers actually know. (See Appendix II.) On the basis of these tests, students are placed in various E.S.L. levels. These instruments are new and are still being revised. Paula Finn, the Program Director, reported that a similar post-test would be developed and that the staff are still in the process of designing an objective scoring system.

The ACTWU Worker Education Program has found the text, E.S.L. for Action: English at the Workplace, by Nina Wallerstein and Elsa Auerbach (Addison-Wesley) a valuable resource for students above the beginner level. For beginning level students, the staff is developing a theme-oriented E.S.L. Level I curriculum based upon the communications and problem-solving skills its immigrant workers need in order to become oriented to life in a new culture and to assert more control over their lives. The content is dervived from a two and a half year process, which included meetings with teachers, conversations and meetings with students, and classroom experimentation. A thematic manual is being produced using the following themes: Transportation; The Immigrant Experience; The Workplace; Housing; and Health. A consumer unit is currently being considered.

This curriculum encourages the students to reflect on and discuss the specific conditions in which immigrants to New York City find themselves--immigrants who work in factories, are seasonally employed or indefinitely unemployed, are tenants, and users of the mass transit system. This approach to learning assumes that the desire to communicate an idea precedes the need, say, to conjugate a verb. Thus, vocabulary and grammar are developed as they relate to some of the worker's most essential needs and interests. The transportation manual, for example, uses photographs of the New York City subways to teach such survival codes as "Exit Sign," "Transfer Sign," "Express," "Local," "Main Street Flushing," etc. A New York City borough map and a subway map are used to teach the use of the present tense of "to be" as well as key prepositions and sentence structure. At the same time, the students are learning the skill of map reading and direction orientation, so that they can get around the city. (See Appendix III.) The curriculum employs a variety of pedagogical techniques: photos, dictation, stories written in one tense that have to be translated into another, fill in the blanks, matching columns, group reading, multiple choice, etc.

In addition to literacy and basic survival skills, the ACTWU program is designed to enable students to develop problem-defining and problem-solving skills and take on leadership roles as a part of its commitment to helping students become more effective managers of their own

lives and environment. Workers are encouraged to bring work-related problems to the classroom. An example is the case of a boss who had given one pair of scissors to two workers who were doing piece-work. Class time was taken to help the student think through and practice how she might resolve that dilemma. In cases where workers are not receiving their due, for example, regarding workmen's compensation, the literacy program might bring in a union representative who would explain the system and how the workers could go about getting it.

While counseling--usually around family and immigration problems--is available, the students are encouraged to see this not as a "service" or as "welfare," but as part of a reciprocal interchange in which the students, in return for such services, are expected to contribute to the educational community of which they are a part. A student delegate system has been set up, in which representatives from each class meet with the Program Director and Immigration Counselor every three weeks. In these meetings, suggestions for curriculum content and special workshops, which come from the students, are relayed to the staff; decisions are made around collective life, such as who will make the coffee for the breaks, how money will be collected for an outing, how to help one of the students who needs glasses get them, or what kinds of special workshops are needed. In turn, information necessary to the students is relayed back to the classes. This year each class will have a syllabus and will be asked to evaluate it toward the end of the year. According to Paula Finn, the student delegate system fulfills a political, social and educational function.

The use of two curriculum coordinators and special consultants appears to have enabled ACTWU to be rather innovative in its approach to education. Curriculum coordinators work with teachers to help them plan the first lesson, and provide them with books and other materials needed for a particular class. The curriculum coordinator sits in on classes and is available to talk with the teachers at break time. Occasionally a class is ended one-half hour early to enable teachers to discuss problems, impressions, and curriculum ideas with the curriculum coordinators. Teachers are paid for any teachers' meetings that are held, but many of them come in on their own time to develop or research curriculum material.

V. OUTCOMES

Since this study was conducted in the middle of the first cycle, data were not available on outcomes. However, the Director reported that the program has been swamped with students, a good indication that something positive is happening. As mentioned earlier, a post-test to

measure progress with regard to the newly developed curriculum is being prepared and research is beginning on the nature of effective literacy in this kind of population.

VI. FUTURE PLANS

By the fall, a full thematic manual for E.S.L. Level I classes is expected to be ready, and a longer cycle of classes will begin. Work will continue on conceptualizing the meaning and definition of workplace literacy.

COMMUNICATIONS WORKERS OF AMERICA LOCAL 1180

CWA Local 1180 represents more than 9,000 administrative and supervisory employees in sixty New York City mayoral agencies, the Board of Education, the Transit Authority, the Housing Authority, the Health and Hospitals Corporation, and the State Court system. Members are supervisors and office managers in income maintenance centers, hospital admitting rooms, police department 911 switchboards, and agency offices. Eighty percent of the members are female and about half are Black or members of other ethnic minorities. The workforce tends to be 35 and older, and a great percentage of them are single mothers. This report is based on interviews with Linda Jenkins, First Vice President of the union, Jocelyn Richardson, President of Answers, Inc., a consulting firm that provides workplace literacy training for 1180's workers, and Rocco Micari, Training Director of Answers, Inc. Local 1180 joined the Consortium for Worker Education recently.

I. BACKGROUND AND INSTITUTIONAL SPONSORSHIP

Local 1180's workplace literacy program, an extension of training it had begun several years ago to prepare its members for civil service examinations, is sponsored by the union for everyone in its bargaining unit. The program is administered by First Vice President, Linda Jenkins, with help from the consulting firm, Answers, Inc., which has been providing internal management training for the union for a number of years.

II. PROGRAM GOALS

The goal of the workplace literacy program is to provide union members with the skills that are needed to function more effectively on their jobs, to claim salaries and titles that have been denied them based on lack of educational credentials for "supervisory" positions, and to upgrade themselves in the labor market. An ancillary goal or benefit of the program is to enable people to function more effectively in their daily lives outside the workplace. The types of courses the union offers, such as supervisory skills and time management, have enabled the union's members to become better managers of their own homes and families, have given many the incentive to go on to higher education, and have helped others become better users of their college education.

III. RECRUITMENT

Recruitment activities include articles in the union's newspaper, and shop stewards' announcements. Word-of-mouth has also been an important recruiting tool. Recruiting has not been a problem with this union. The vast majority of their members have at least a high school education and above. Most are aware of the benefits of education for job advancement and those who have taken the courses and have seen their practical effect on the job provide the best advertisements for the courses. The union has many more people now interested in their courses than they currently have the administrative capacity to handle.

IV. PROGRAM

Prior to the state workplace literacy grant, the union ran courses in computer concepts as well as courses to prepare its members for specific civil service examinations. With the workplace literacy grant, it added two more computer courses, one in Basic Computer Concepts and the other in Advanced Computer Concepts, a course in Time Management and one in Supervisory Skills. All courses were held one day a week after work hours, from 6:00-8:00 p.m. (except for two of the sessions on Time Management which were three hours long). The site was the Human Resource Administration Training Center on East 16th Street in Manhattan. The Basic Computer course ran for six weeks, Advanced Computer for four weeks, Time Management for seven weeks, and Supervisory Skills for eight weeks. A total of 52 instructional hours were delivered.

The advent of the automated office has meant that a knowledge of computers is absolutely crucial for entry-level jobs, job retention, and upgrading in the government service economy in which the union members work. Many of those now in supervisory or management positions have been in the same sector of the work force for 15 or 20 years, starting before the advent of computers. Since the city does not offer any structured training for its employees beyond the entry level, such workers need to know how to use computers in order to keep their jobs or to take exams for promotion. In providing courses to prepare its members to take civil service exams for supervisory and management positions, the union found that more preparatory training was needed. Many female union members were already performing in a supervisory capacity, but because they lacked either a college education or some professional credentialling in management, they were not eligible for the salaries and titles commensurate with what they were actually doing. Thus, by offering certificates in "Time Management" and "Supervisory Skills" after successful completion of the course, the union creates a skill development and

credentialling vehicle which their workers can use on their resumes to upgrade themselves in their profession.

A pre-test in the form of a needs assessment was given to every incoming student, and a final evaluation was made by both student and teacher (see Outcomes section below). The computer courses used a curriculum that had been designed by teachers associated with Answers, Inc., while the Time Management and Supervisory Skills courses used a number of different resources, including role-plays, video, tapes, surveys, problem-solving exercises, and two texts, How to Get More Done in Less Time by R. Alex Mackenzie (McGraw Hill, 1975) and The Practice of Management by Peter F. Drucker (Harper & Row, 1954). Homework was given after every session, although there were no tests as such. Teachers reported that student motivation was high precisely because they knew they weren't being judged by "A B C's." They were gaining skills and learning how to solve problems that had a very direct and immediate relevance to their lives and work. Students were encouraged to interact with each other, and one student was quoted as saying, "this course is better than college because we help each other with our problems."

V. OUTCOMES

Since there were no exams given, students who fulfilled the homework assignments, participated in the class and were judged by the teachers on the basis of classroom discussions to be applying the concepts to their workplace situations were given certificates of completion. Teachers reported that from students' comments in class, it was clear that they were taking the concepts and skills learned in the classes back to their workplaces and testing them out. Approximately 50 out of 57 students completed the computer courses, 15 out of 17 completed the Time Management course, and 11 out of 14 completed the Supervisory Skills course. Several registered but did not show up for the first class, but the union had no way of tracking what had happened.

Student evaluations of each course were conducted, but at the time of report preparation the results had not yet been collated. The evaluations asked questions concerning the value of the training in improving skills, understanding, and effective use of the concepts as well as suggestions for improving the course, additional training that should be offered, etc.

Many anecdotal examples were given by the teachers to demonstrate how the courses had affected the self-esteem, management abilities and career expectations of the students. An anecdote concerning a single mother who took the Time Management course is a good example.

The woman was having a hard time coping with the raising of two young boys while working full time. During the Time Management course she learned that she could successfully delegate work at home to her sons by showing them that they could benefit from her career goals. She explained to them that their helping her find time to study would lead to her ability to get a better job and a higher income, which would result in a higher "allowance" for the boys. As a result, she found for the first time that she had time to think, and she began to make plans to go to college. The Supervisory Skills class was described as being so lively and interesting that the men who came to deliver the coffee wanted to stay for the course. Several students said that the courses helped them get through their college studies more efficiently, and as a result of one class, ten to fifteen students decided to go to college. Several other women said that after attending these classes, they had realized that they were being treated by their bosses as secretaries rather than supervisors. As a result, they had gone back to their workplaces and told their bosses that they were "giving up their typewriters." Another indication of the effectiveness of the program is the number of students who asked when "Part Two" of the course would be given, and who shared material, in particular, an audio tape on time management, with their co-workers. It is clear that these courses provided skills and concepts that had a direct and immediate relevance to the lives and workplaces of the students.

VI. FUTURE PLANS

Encouraged by the enthusiastic response it has gotten to these courses, the union is planning to expand its offerings in the fall. In addition to the courses offered in the spring, it will be offering Effective Communication Skills for Supervisors, Conflict Resolution, Team Building, and Supervisory skills, Part Two. It is also developing a 32-hour course to prepare members to take the exam for the title of Principle Administrative Associate. Rather than just teaching for the exam, it wants to add a math and English-usage component to the training. Over fifty percent of these who take this exam fail it because of insufficient math or English skills. By offering this course, the union expects to reduce the failure rate from fifty percent to twenty or thirty percent. The union would also like to offer hands-on computer courses sometime in the future. It is concerned, however, that it does not have, at the moment, the administrative capacity to expand to meet the need. Local 1180 is hopeful that the workplace literacy program can enable them to meet this administrative need.

INTERNATIONAL LADIES GARMENT WORKERS UNION

The Worker-Family Education Program of the ILGWU serves the needs of workers in eight garment industry locals throughout the New York Metropolitan region, including shops in Westchester and Rockland Counties. The great majority of the workers served by the program (95 percent) are non-English speaking immigrants, mostly women. Sixty to 64 percent are Spanish-speaking, mostly from Central American and the Dominican Republic, and 30 percent are Chinese. This profile is based on an interview with Tracy Gross, Program Director, and Dierdre Freeman, Curriculum Director. ILGWU was an original member of the Consortium for Worker Education.

I. BACKGROUND AND INSTITUTIONAL SPONSORSHIP

The Worker-Family Education Program is a union-funded program begun in 1985 to address the needs of immigrant workers for basic literacy and job upgrading.

II. PROGRAM GOALS

Within the overall philosophy and goals of the Consortium for Worker Education, of which the ILGWU Worker-Family Program is a part, the goal of this program is to provide ILGWU workers and their families with the English language and specific job skills necessary to obtain new jobs, retain jobs, or upgrade themselves in the garment industry. Since many are without legalization papers, a number of classes are also geared toward preparing students to pass federal requirements for citizenship. A secondary aim of the program is to integrate specific themes, vocabularies and situations that are actually experienced by these workers into contextual and learning activity areas of instruction.

III. RECRUITMENT

Recruitment is carried out through the eight locals associated with the program. Questionnaires were sent out to each local asking what specific skill areas workers most needed instruction in. The education directors of locals have described the classes in membership meetings, announced them in the union's newspaper, distributed brochures and put up flyers. Recruitment has been easy, and there are more people in Chinatown wanting E.S.L. classes than there is space to accommodate them. Word-of-mouth has been a very effective recruitment method. The program is open to union members and their families, but laid-off members are given preference for the specific job-skills related classes.

IV. PROGRAM

The Worker-Family Program employs a Program Director, A Staff/Curriculum Director (who also provides counseling to students) and a Program Coordinator for its legalization and job-related literacy classes, in addition to its teachers.

ILGWU runs four types of programs through its Worker-Family Education Program: 1) Generic E.S.L. classes with a general workplace-oriented content; 2) E.S.L. classes in the context of preparation for becoming a citizen; 3) E.S.L. in the context of teaching health and safety in the workplace; 4) E.S.L. in the context of learning specific work-related skills in the various industry trades: sample-making, draping, cutting, pattern making, sample repair, sewing machine repair, grading, and the use of special sewing machines. The union has not been able to offer classes in all of the trades represented in the industry, but has endeavored to teach most of the basic job skills involved.

Classes are held at a variety of sites, chosen for their convenience to workers or because they offer the opportunity to work with the equipment necessary to develop a skill in a specific trade. Thus, generic E.S.L., E.S.L./legalization classes, and English in the Workplace classes in the spring/summer 1988 cycle were held at the Tarrytown Garment Center; in a Roman Catholic church near a factory in Haverstraw, New York; in the lunchroom at Exquisite Form, a shop in North Pelham, N.Y.; at Local 23-25 in New York's garment center; and at a public school in Chinatown (where 550 unionized factories are located). Skill specific classes were all held in the High School of Fashion Industry on West 24th Street in Manhattan, where specialized equipment and technical teachers were available. Blackboards were available at each site. All the classes were scheduled toward the end of the workday or early in the evening, some starting at 4:30 p.m. and others at 5:00 or 6:00. Most ran for three hours each and were held twice a week, with the exception of some legalization classes.

In the spring/summer of 1988, the Worker-Family Education Program offered the following classes in workplace literacy:

Content/orientation	No. of classes	No. of instructional hours
Generic E.S.L.	8	* 737 +
E.S.L./Health & Safety	1	48
E.S.L./Special Machines	2	171
E.S.L./Sample Room Techniques	1	84
E.S.L./Machine Repair	1	90
E.S.L./Pattern Making	2	180
E.S.L./Drapery	1	84
E.S.L./Marking and Grading	1	42
E.S.L./Cutting	1	90
E.S.L./Citizenship-Legalization	6	* 371 +

In the generic E.S.L. classes, student attendance averaged about 15, in the legalization classes, attendance ranged from 12-30, and in E.S.L./technical classes the average attendance was 10 to 15.

In its skill-specific courses, ILGWU has been experimenting with a format in which half of the class time is spent learning to perform specific manual tasks, and the other half has been spent learning how to talk, read and write about what is done in a specific trade. This format requires an interaction between a technically trained teacher and a literacy teacher. Working out such a format has taken considerable time, has been understandably complicated and this arrangement has not had all the kinks worked out of it. (See Case Study #6 below for a detailed description and evaluation of this learning format.)

Overall literacy objectives are similar for all of the classes, but the trade skill-specific and citizenship courses include additional objectives related to the content of the course. (See Case Study #6 for an example of the objectives used in the Pattern Making course.) General literacy objectives include: Learning to speak about the skills students are using in their jobs; learning to speak about what they have done on the job and what they would like to do, clearly and with the amount of detail that demonstrates a level of English proficiency sufficient to deal with problems that may come up in the workplace.

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*These classes were ongoing at the time of completion of this study. Instructional hours above are reported as of July 27, 1988.

Curriculum used in the ILGWU classes is quite varied, depending on the type of program and the content to be learned. Much of it is under construction by teachers and the curriculum developer. Curriculum for the citizenship and legalization classes is still in formation, dependent, to some extent, on the INS's issuance of instructional materials to prepare eligible legalized aliens for the history and government test. In the meantime, the classes are using Our American Way of Life: Becoming a Citizen, Book I (rev. ed. 1980. U.S. Government Printing Office 2042, 1964) as supplementary material to teacher-generated curriculum drawn from a variety of sources. Our American Way of Life is the text from which the INS exam questions are taken (See Appendix IV for an example of the citizenship/legalization objectives and outcomes.) The curriculum for the E.S.L./Health and Safety course was designed by a technical person who used to work in health and safety for the union, and has been adapted by a language instructor. Curriculum in the skill-specific courses employs the use of diagrams with accompanying vocabulary words or texts.

V. OUTCOMES

All students are given either the John or CREST test to assess placement level and are placed into beginning, intermediate or advanced levels based on this assessment. Students are also re-tested at the end of a cycle using these same measures; however, Ms. Gross, Program Director, reported that the union is looking for other ways to measure student achievement, since these standardized tests do not measure the kind of work or citizenship-specific knowledge for which their courses are designed. Thus, students are also evaluated on the notebooks they are required to keep; on their knowledge, demonstrated through mid-terms and final exams, of skill or citizenship-specific vocabulary (see Appendix V for garment industry trade terminology); on oral interview responses; on role play situations; and on successful execution of a manual procedure related to the skill they are developing. (For specific examples of measurements and outcomes in the pattern making classes, see Case Study #6; for another example, see Appendix VI for a description of the assessment measures for the Sewing Machine Repair class.) Success in the Citizenship and Legalization classes is measured by passage of the Immigration and Naturalization Service test.

VI. FUTURE PLANS

ILGWU plans to continue to offer the same kinds of courses it has offered in the spring and summer of 1988 and will be evaluating and reworking its program based upon the experience with it.

Dierdre Freeman, the curriculum developer, has been working for the last few months to develop a body of resources and an approach that is relevant to the workers this union deals with. Her goal is to work more closely with the teachers to get them to share with each other what they are doing and to encourage them in creative directions. A curriculum guide was written by a former curriculum developer that lists the grammar and syntax that workers would be expected to have mastered at various levels, but the current curriculum developer does not think this guide is adequate. She has been collecting curriculum resources from a variety of sources that she makes available to the teachers, but finds that the teachers are often unable to put in the time that would be required for use of these resources in a student-centered approach. She wants to build a curriculum from some of the successes that teachers in the program have had and is thinking of developing a personal-history centered curriculum that evolves from students' needs. Since it has been difficult for teachers to devote extra time because they are usually working at more than one job to survive themselves, she may ask the teachers to give up their break time so that staff development meetings can be held. She wants to bring student input into the discussion and is planning thematic student newspapers that will be produced by classes at the different sites. Ms. Freeman is also thinking of the possibility of participatory research projects as a learning tool.

INTERNATIONAL UNION OF OPERATING ENGINEERS LOCAL 30

IUE Local 30 represents highly skilled stationary engineers, refrigeration engineers, maintenance engineers, mechanics, oilers, firemen, helpers, and utility people who operate and repair heating and refrigeration units throughout the New York Metropolitan area, Long Island, Dutchess and Orange Counties, and the state of Connecticut. The majority are white native born males. Perhaps thirty to forty percent are ethnic minorities and one percent are women. Over the last several years computerization and electronics have transformed the industry, requiring greater levels of literacy and math, but especially math. This report is based on an interview with Liam Treacy, Training Director for Local 30. The union is not a member of the Consortium for Worker Education.

I. BACKGROUND AND INSTITUTIONAL SPONSORSHIP

Two courses, Basic Refrigeration Theory and Shop, and Basic Electrical Theory and Shop, were given in the spring of 1988 through funding from the state workplace literacy grant. These courses were slightly shorter versions of courses which are offered in the first year of a three-year apprenticeship training program begun by the union in 1978 to qualify prospective engineers for the stationary engineer's license. The apprenticeship training program curriculum was written by Mr. Treacy, a college-educated stationary engineer who has had training and experience as an educator. In addition to the stationary engineer's apprenticeship training program, the union runs short-term courses to qualify union members for New York City Licenses in boiler and refrigeration operation and air pollution as well as a variety of skill improvement courses and a shop steward's training course. It also offers a training course in working with asbestos and offers outreach courses in conjunction with area colleges to attract different population groups, such as women and economically disadvantaged people, into the industry. The union is currently working with the international to develop a training format in the fall for six new garbage-burning plants and is working with the New York Port Authority for a series of specialized courses. The entire training program is run by Mr. Treacy, who hires New York City Board of Education certified teachers who are also practicing engineers. Local 30 is well equipped with its own shops for hands-on work and an impressive library of audiovisual materials available to both employers and union members.

II. PROGRAM GOALS

The goal of the courses funded through the workplace literacy grant, as of the

apprenticeship training program as a whole, is to provide learners with the theoretical and practical knowledge necessary to qualify for the stationary engineer's license.

III. RECRUITMENT

Students were recruited through a general mailing to the union's membership. The courses were offered to both union and non-union members. The available slots were readily filled. Those who signed up were mechanics or helpers who wanted to upgrade themselves in the industry or those just entering the trade.

IV. PROGRAM

The Basic Refrigeration Theory and Shop course, as well as the Basic Electrical Theory and Shop course, each ran a day a week, three hours a day (9:00-12:00 a.m.) for 13 weeks during the spring of 1988. A total of 78 instructional hours was utilized. Although this was not the first time these courses had been offered, it was the first time they were offered during the daytime. Local 30's members work on round-the-clock shifts, so offering these courses in the mornings opened them up to workers who might not otherwise have had a chance to take advantage of the education.

Courses were held at the union's headquarters in Richmond Hill, Queens. The building contains two classrooms on the first floor which can seat about sixty people. In addition to a blackboard, on the walls are electric circuit boards for visual and hands-on instruction and a machine that can simulate about seventy different formulas. The basement contains a larger classroom and shop combined, which can seat about forty people. It is equipped with three commercial refrigerator training machines, air conditioner motors, pumps and other equipment on which the students work. Another large meeting room on the first floor will be converted to a classroom.

According to Liam Treacy, workplace literacy means acquiring the skills necessary to operate mechanical equipment in the workplace. Little attention is paid to language arts skills as the students who come into the program seem to be proficient in this area. What worries Mr. Treacy, however, is the number of people with poor math skills. "The schools," he says, "are turning out garbage." A mastery of algebra is essential to the basic refrigeration and electrical courses. "If they can't do algebraic formulas," said Treacy, "they're in trouble and have to drop out." The union has no way of tracing those who do drop out because they have insufficient background. There is no remedial program to deal with this problem. Attendance

policy is strict: students have to attend 85 percent of the time in order to pass the course.

Courses follow a systematized format of concepts and theory necessary to master the beginning level of knowledge required to become a stationary engineer. Each lesson involves a clear statement of class objectives, a "chalk and talk" lecture with accompanying mechanical aids, required reading from one of several texts, a review of the primary concepts taught, a hands-on period in the shop, a final quiz, and a homework assignment. The combination of theory and shop differs from the regular apprenticeship program which separates the two. (See Appendix VII for description of content of basic refrigeration theory and shop.)

V. OUTCOMES

Out of seventeen persons who enrolled in the Electrical Theory and Shop course, twelve passed the final exams and nine out of fifteen passed the Basic Refrigeration course. The others dropped out for unknown reasons. The students responded very positively. Mr. Treacy believes that the combination of theory and practice enabled them to understand the concepts and theory better than they did before. All lost their basic fear of studying and working with the equipment.

VI. FUTURE PLANS

Local 30 wants to run the same two courses again in the fall. In addition, they will offer courses in Steam Generation, Power Plant Auxiliaries, Air-Conditioning, and a 225-hour Refrigeration course.

JOINT APPRENTICE TRAINING OF THE ELEVATOR INDUSTRY

Local 3 of the International Brotherhood of Electrical Workers, a party to the Joint Apprentice Training Program along with industry representatives, represents elevator mechanics throughout the metropolitan New York area, including the five boroughs, the Hudson Valley up to Columbia County, Orange County, the eastern part of Connecticut, and northern New Jersey. Some 2500 to 3000 highly skilled and well-paid mechanics service 100,000 elevators in the region. The workforce is almost 100 percent male and 90 percent native born. About a third of the workers are racial/ethnic minorities. This report is based on interviews with Harvey Goldenberg, Executive Director of the Joint Apprentice Training Committee (JATC) and Dan Rosenstein, coordinator of JATC's newly initiated remediation program, which was instituted in the spring of 1988 with the state workplace literacy grant. JATC is not a member of the Consortium for Worker Education.

I. BACKGROUND AND INSTITUTIONAL SPONSORSHIP

The Joint Apprentice Training Program of the Elevator Industry is the result of a collective bargaining agreement between Local 3 of the IBEW and the Elevator Industries Association, Inc., an association of companies in the New York area involved in maintenance, service and modernization work. The Joint Apprentice Training Committee is composed of five employer representatives, five employee representatives, and four trustees. Until the spring of 1988, the JATC program, directed by Harvey Goldenberg, consisted of a four-year apprenticeship program and a program for students at Park West High School which prepares them for the apprenticeship program. With the state workplace literacy grant, the JATC has added a remediation program coordinated by Dan Rosenstein, a junior high school assistant principal.

In the last twenty years, the elevator repair industry has gone through a technological revolution. In fact, the technology is changing almost yearly. This has required a great deal of innovation in the education and training necessary to become a journeyman in the industry. According to Harvey Goldenberg, elevator mechanics now have to be versed in advanced electronics, solid state theory, electrical theory, and other highly technical areas requiring advanced reading and math skills. It has also meant that the elevator industry has been faced with a shortage of mechanics able to keep up with the new technology, resulting in construction delays and wage-bidding wars. Thus, both employers and the union have an interest in education

and retraining, not only to qualify people for the four-year apprenticeship program, but for long-time workers who want to hold on to their jobs. In addition, there are certain sectors of the industry--such as the electric motor division which worked on ships' engines and elevators--that are closing down because of the closing of New York's ports. Most of these men, according to Goldenberg, will need remediation to remain in the industry.

Recognizing the need to reconstruct the industry training program to meet the demands of the new technology, the Joint Apprentice Committee, in 1985, hired Harvey Goldenberg, a retired junior high school principal who had had experience in running work-study programs, to rebuild JATC's educational program. Goldenberg convened a committee of twenty people from the industry who spent many hours discussing what should go into a new curriculum. At first they concentrated on revamping the four-year apprenticeship training program. By putting together experienced mechanics with professional educators, that is, people who could write, Goldenberg produced an entire four-year curriculum consisting of twenty thick volumes, including both student workbooks and teacher manuals, the only ones of their kind in the United States. He also worked with electricians, elevator mechanics, elevator contractors, the New York City Board of Education, and the administration of the Park West High School in Manhattan to build three hands-on shops in Park West for the apprentice and journeymen's programs and set up a program to move talented high school students into the apprenticeship program. In addition, he worked to secure college credit for the apprenticeship program. With the state workplace literacy grant, a remedial program was begun.

II. PROGRAM GOALS

The goals of the remedial program are to provide the necessary background in reading, writing and math to qualify people for the four-year apprenticeship program, to enable already employed workers to retain their jobs, and to enable others to retrain for a different sector of the industry.

III. RECRUITMENT

Recruitment was conducted primarily through referrals. Persons who registered for the apprenticeship program were given the Bennett Mechanical Comprehension Test, the Industrial Reading Test, and a math proficiency test. Persons who scored poorly on any of these tests were referred to the remedial program. Other referrals came from apprenticeship training teachers who discovered during the apprenticeship course that some students needed remedial

work in order to keep up, or from teachers in the high school program who referred students for needed remedial work. Persons already in the industry whose skills needed upgrading, and foreign workers brought in by companies but needing E.S.L. in order to remain on the job, were also recruited.

IV. PROGRAM

Although the apprenticeship program did not receive state workplace literacy grants in 1988, it is important to note the kind of curriculum developed for the program, for it reflects the philosophy that, under Harvey Goldenberg's leadership, will likely inform the remedial program as it becomes more established. In addition to theoretical and technical training, the program provides units on topics that enable students to understand and appreciate themselves as workers and union members, that facilitate problem solving on the job and that help students to understand the macro technological, economic and political changes affecting their industry and their roles within it. A lesson in the first-year apprenticeship course, for example, is entitled, "The Rewards of Work." The instructional objective is to enable the student to see that there are other rewards to their work than simply receiving a paycheck. Dr. Goldenberg found that many men in this industry, even though they may make as much as $80,000 a year, still lack self-esteem because of the society's devaluing of "manual" labor. "We have to create pride in our apprentices," he says. Presumably, this kind of lesson is meant to begin to inculcate different values. A second-year apprentice unit on the "Modern Workplace" contains lessons entitled, "An Age of Convulsive Change," "Post-Industrial Society," "Job Satisfaction," "The Role of Unions," "Labor-Management Relations," "Elevator Industry's Future," and "JEO Rules and Regulations." Each student workbook lesson consists of required readings, introductory information, learning objectives, and homework questions.

In order to be eligible for the JATC's remedial program, a person has to be registered for the apprenticeship program or be a worker in the industry. The remedial program that took place during the spring of 1988 consisted of four math courses, two reading/writing courses, three math and electricity courses, and one E.S.L. course. Each course was held for two hours, one day a week, for 16 weeks, for a total of 320 instructional hours. All classes were held at Park West High school from 5:30 to 7:30 p.m. Teachers were recruited by Dan Rosenstein using contacts in the public school system. All were experienced remedial teachers.

Incoming students for the Math, Reading/Writing, and Math and Electricity courses were given the TABE test and were placed in classes based on their approximate grade levels. E.S.L.

students were given the Language Assessment Battery Test (LAB). Both TABE and LAB tests were re-administered at the end of the course to measure progress. Evaluations were also performed using teacher-made criterion referenced post tests based upon the individualized remedial plans that had been worked out.

The Cambridge editions of Writing Skills and Math and Electricity served as basic texts in the remedial program, along with teacher-made materials, especially in the math classes where measurement is a basic necessity. Few students are willing to admit that they are deficient in reading, so the courses were referred to as "tutorial," rather than "remedial."

V. OUTCOMES

The results of the TABE and LAB tests taken at the end of the spring cycle were unavailable, since the data were kept in the Park West High School which had already closed for the summer at the time program staff were interviewed. Of the approximately 100 students enrolled, the average attendance was about 90 percent and there were very few drop-outs. One indication of the program's success is the fact that students brought their friends to the courses. According to Rosenstein, the students loved the remedial courses, because they enabled students to complete the courses required by the industry. Another indication of program success is the fact that many workers with poor English skills are now reading newspapers and watching T.V. Dan Rosenstein cited the example of a Russian mechanic who had been in the country for about six weeks when he came into the program. In the program, he began to ask what newspapers he should read, what T.V. programs to watch, how to get to the Brox Zoo, etc. He was encouraged by the staff to speak to his wife in English and began talking about the desire to design elevators. Approximately 30 men who were in the remedial program but had not secured jobs in the industry were able to get jobs as a result of taking the course.

VI. FUTURE PLANS

The JATC plans to continue with the basic remedial courses in the fall. Since they have received a lot of inquiries about E.S.L., they may expand this component. They are also hoping to start a journeymen's program to retrain older workers so that they can retain their jobs in the industry. Mr. Goldenberg estimates that there are at least 100 older workers who could lose their jobs without this retraining. Part of the journeymen's program would be remedial and part skill retraining. Mr. Goldenberg estimates that by the fall there may be a total of 1000 students in the JATC's educational programs.

NEW YORK METROPOLITAN AREA POSTAL WORKERS UNION

The New York Metro Area Postal Workers' union represents 18,000 postal workers throughout Manhattan and the Bronx and in two facilities in New Jersey. The job categories represented include clerks, drivers, mechanics, and custodians but excludes carriers and handlers, except for those who have dual membership. The industry is rapidly automating and the job market is favorable for mechanics and technicians. Although the industry provides specialized training for these jobs, reading and math skills have become important prerequisites. This report is based on interviews with Linda Noble, Executive Secretary of the local who set up the program and Ruth Dunne, the Health Claims Representative who had day-to-day responsibility for coordinating the program. This union is not a member of the Consortium for Worker Education and had had no prior experience in running educational programs.

I. BACKGROUND AND INSTITUTIONAL SPONSORSHIP

Two workplace literacy classes, a G.E.D. and an E.S.L. class, were begun in April 1988 as a result of contact with the Consortium for Worker Education. The classes were offered to union members and their immediate families. Three teachers were hired, two for English and one for math, with the help of Fred Dunn of the Consortium for Worker Education, and Elliot Rivera, Human Resources Specialist of the Office of Business Development of the City of New York. Ms. Dunne sat in on all the classes. She provided substantive feedback to teachers regarding their instructional practices.

II. PROGRAM GOALS

The major program goal was to improve the lives of the union's members and their families. Said the recruitment flier, "We do not believe that our job ends with negotiating for wages and fringe benefits no matter how important they are." Secondary to the generic goal was that of preparing union members to take advantage of promotional opportunities that may occur.

III. RECRUITMENT

Recruitment was primarily carried out by sending a notice to union members announcing that E.S.L., Basic Education and G.E.D. classes would be held. Union representatives also

announced the courses in cafeteria rap sessions and at membership meetings. An application form, which asked people to select the course they were interested in and to indicate one of three preferred time slots (weekday mornings, evenings or Saturday morning), was to be sent back to the union headquarters. Responses were received from 96 people who were then sent a letter telling them they would be tested as they came into the program. According to Ms. Dunne, this was a fatal mistake. Only 36 actually showed up for the classes. Ms. Noble and Ms. Dunne attribute fall-off to the workers' fear of taking a "test." In the next recruitment effort they have decided not to mention the word "test."

IV. PROGRAM

Placement tests to assess English language comprehension were given to all enrollees. Several more students, who had signed up for Basic Education but scored above the entry level requirements were told they should take the G.E.D. exam, but, according to Ms. Dunne, no one was able to follow up with them to make sure that they did this.

Due to the drop off in enrollees, the A.B.E. class was combined with the G.E.D. class. Thus, one G.E.D. and one E.S.L. class were held for twelve weeks each in the spring of 1988. The G.E.D. class was held four times a week (including Saturday) for three hours each day, and the E.S.L. was held two days a week (including Saturday) for three hours each day for a total of 216 instructional hours. Both classes were held in two meeting rooms in the union's headquarters on West 34th Street in Manhattan. One was a large room capable of holding about 100 people, well-lit and pleasant, with a movable blackboard. The other room was smaller, without outside windows but well-lit and capable of holding about twenty people. In both rooms students sat around long tables.

The G.E.D. class used the Scott Foresman text, Passing the G.E.D. The name of the E.S.L. text was unavailable at this interview. The instructional approach was basically generic, rather than workplace-specific.

Male-female breakdown in the classes was approximately 50 percent. Ages ranged from nineteen to the mid-60s. Approximately half of the students were immigrants, from India, Hong Kong, Taiwan, and Spain. Students functioned at many different educational levels. Some had been out of school for 35 years and others for only two years. One of the students had a Ph.D. and another a Masters degree. Some, who were taking the G.E.D. had previously failed the test and wanted to prepare for it again, some had never taken the test, and some had taken it thirty years before and wanted to update their skills.

V. OUTCOMES

No measurable evaluations of progress were available. However, out of an original 36 enrollees, about half dropped out of the program. Ms. Dunne attributes part of the drop-out to difficulties in meeting the class schedule. She pointed out that many postal workers are required to work alternate Saturdays. Since the math component of the G.E.D. was only held on Saturday, the students' work schedules made it impossible to attend. Others may have been discouraged by the kinds of "basic" courses that were offered. Since postal workers have to take a civil service exam to get their jobs, they may not have thought they needed something like "Basic Education." Ms. Dunne feels that motivation and time management are problems for these workers. Some expressed to her the opinion that they weren't getting what they needed from the classses, particularly in English grammar and sentence structure. Ms. Dunne observed that one of the teachers often came late and told jokes instead of getting down to business. She feels this might have had a negative effect on several students. The other two teachers, however, were felt to be effective and one of them volunteered to stay late and give extra tutoring.

VI. FUTURE PLANS

The union plans to continue the same number of courses in the fall, but will probably drop the Basic Education offering. They recognize the need to find a solution to the scheduling problem and hope to be better prepared with more lead time available. Ms. Dunne felt it was a mistake to have offered only math on Saturdays in the G.E.D. module. She believes the time should have been divided between math and English, both because of the need for more English skills and in order to keep the attention of the students.

The union is interested in looking into providing education for hearing impaired people in sign language. This need arose as a result of several union representatives attending a national conference on the hearing impaired. It was estimated that as many as two hundred shop stewards in the union are deaf or hearing impaired. This is obviously a new area for which the services of the CLC-Consortium workplace literacy staff could be of real help.

SERVICE EMPLOYEES INTERNATIONAL UNION LOCAL 144

Local 144 of the SEIU services 20,000 workers in the health care industry in the greater New York metropolitan region, including the five boroughs, Mt. Vernon, New Rochelle, and Long Island. The majority of workers served by the union are nurses aides. Other occupations include housekeepers, dietary workers, clerks, maintenance workers, orderlies, registered nurses and licensed practical nurses. The following report is based on interviews with Frank Rojas, Director of the union's educational program known as the Health Facilities Training and Upgrading Fund, Helen Purello, Assistant Director, and Emerson Miller, Coordinator of the Preparatory and Upgrade Programs. An on-site visit was made to the union's educational headquarters (which is in Manhattan), the Peter Ottley Institute, a building devoted entirely to the education of union workers. The Institute contains four floors of classrooms with standard students desks, blackboards, video equipment, a newly installed computer lab and typing lab. A central administrative office, well-equipped with computer terminals, handles student records and grades. SEIU Local 144 recently joined the Consortium for Worker Education.

I. BACKGROUND AND INSTITUTIONAL SPONSORSHIP

Begun in 1979, the Health Facilities Training and Upgrading Fund long predates the Consortium for Worker Education and current developments in workplace literacy. It is made possible through contractual agreements between Local 144, Hotel, Hospital, Nursing Home and Allied Health Services Union, SEIU; the Greater New York Health Care Facilities Association; the Association of Private Hospitals, and various independent nursing homes, hospitals, and health-related facilities. The Fund provides three basic types of programs: the Preparatory Training Division offers E.S.L., A.B.E., G.E.D. and Introduction to College courses; the Upgrade Training Division focuses on delivering the technical skills needed by workers to improve their on-the-job performance and to qualify for better jobs in the industry; and the Continuing Education Division offers seminars in specific topics related to the scientific, technical and social changes which affect their work. Preparatory classes are held at the Peter Ottley Institute. Some Upgrade Training courses are given at the Institute, while others are held at nursing homes where the workers are employed. If the courses are longer, requiring specialized training leading to a degree or license, they are pursued through various units of the City University system as well as Adelphi University (for Dietary Management).

The entire program is directed by Frank Rojas. Assistant Director, Helen Purello, hires teachers and oversees the educational program. She is assisted by Emerson Miller, who coordinates the in-house courses. The program employs three counselors, two full-time and one part-time, who meet with students every day. One is primarily focused on the college level and the other on the basic education level. There is one teacher per class, but Mrs. Perullo stated that with the start-up of computerized instruction on July 11, 1988, they would be needing a lab assistant for both morning and afternoon sessions.

The programs supported by the State Workplace Literacy Program grant include the preparatory programs, and the shorter-term upgrade technical and refresher courses.

II. PROGRAM GOALS

As stated in the fund's handbook and by Helen Purello, the purpose of the Training and Upgrading Fund is to plan for, develop, train, and retrain, union members to qualify for better jobs at higher pay in the health care industry. Only those programs that lead to advancement in the health care industry are eligible for tuition subsidies. If someone wants to go to college to become a lawyer or teacher or to major in music, for example, the union will not pay for their education, although these criteria may be modified in the case of someone who wants to major in music in order to become a music therapist. The goals of the program, and the actual instruction involved, follow closely the needs of the employers and the regulatory agencies for technically competent workers.

III. RECRUITMENT

Participation in Local 144's educational programs is limited to employees of those facilities that contribute to the General Welfare Fund, of which the Training and Upgrading Fund is part. Workers must be employed in an eligible facility at least 21 hours a week and have been a union member for at least a year. Family members are not eligible.

Recruitment is carried out by counselors who are sent to participating health care facilities with flyers and are available for consultations with workers. Posters with tear-off cards are placed in each facility and periodic mailings are sent to nursing home coordinators. The continuing education seminars held at various nursing homes and hospitals also serve as recruitment vehicles. In 1987, enrollment, mainly of people working as nurses' aides, tripled when the N.Y. State code regulating nursing homes came out. The code required nursing homes to give at least 120 hours of formalized training to nurses' aides, going back to those employed

from January 1986. A strict curriculum leading to certification was mandated. People who had already been working in the profession suddenly became aware that their literacy skills were inadequate to pass the certification requirements.

IV. PROGRAM

Local 144's extensive educational program runs year round. Preparatory courses run on spring, summer and fall semesters. The spring 1988 semester was 21 weeks long. The upgrade and refresher courses vary from seven to eighteen-week cycles. Teachers are recruited by the Assistant Director. Most have Masters degrees and one has a Ph.D. A few are retired teachers; none works full time for the union. It is required that Nurses' Aide courses be taught by registered nurses.

Classes are offered at different intervals throughout the day, from 9:00 a.m. to 8:30 p.m. to accommodate the differing shift patterns of the workers. Some workers attend morning classes after working the night shift, while others may go to school in the evenings after working during the day.

In the spring 1988 cycle, Local 144's educational program included one E.S.L. class, which was held four hours a day, two days a week, for 21 weeks. Its Adult Basic Education program consisted of two two-hour modules of English and Math, and three three-hour modules of Reading, one in generic reading and the others in Social Science and Science. Classes were held two and sometimes three times a week for a total of 21 weeks. Its G.E.D. classes consisted of a two-hour module of English and Math held three times a week, a two-hour module of Reading held four times a week, and two-hour modules of English, Social Studies Reading, Science Reading, and Math held twice a week for a total of 21 weeks. Introduction to College courses follow a similar pattern. Two-hour modules of English, Reading and Math were held twice and sometimes four times a week for 21 weeks.

Beyond the "preparatory level," five specific skill courses were held in Typing, Word Processing and Medical Records ICD-9-CM Coding. The Typing and Word Processing courses were sixteen weeks long, each module being four hours long twice a week, while the Medical Records course ran for eighteen weeks for two and a half hours on two days. A total of 261 instructional hours were offered in these specific skill areas.

Upgrade and refresher courses were offered in Cardiopulmonary Resuscitation, Medical Terminology, Anatomy and Physiology, Pharmacology, and two levels of Nurses' Aide Refresher courses. Some of these courses were offered at the Peter Ottley Institute in Manhattan, while

others were offered in various nursing homes, usually in large recreational or social rooms. Most nursing homes and hospitals have video equipment. Class cycles ranged from seven to twelve weeks, depending on the course, and class modules varied from two to four hours in length, and were generally held twice a week.

Content/orientation	No. of classes	No. of instructional hours
E.S.L.	1	168
A.B.E./English	2	336
A.B.E./Math	2	210
G.E.D./English	2	210
G.E.D./Reading	3	336
G.E.D./Math	2	210
Intro. to College/English	2	210
Intro. to College/Reading	2	210
Intro. to College/Math	2	336
Typing	2	256
Word Processing	2	256
Medical Records	1	90
Cardiopulmonary Resuscitation	5	N.A.
Medical Terminology	8	266
Anatomy and Physiology	8	226
Nurses' Aide Refresher I	10	596
Nurses' Aide Refresher II	8	252
Pharmacology	1	48

Total numbers of students in attendance:

Preparatory Division - 50

Upgrade Refresher Division - 125

Within the overall goals of the Fund, learning objectives, entrance criteria, and evaluation instruments vary greatly depending on the program division, and within each division, the particular course being taken. Objectives within the Preparatory Division generally follow the Board of Education's objectives. John and TABE tests are given to assess entry levels in the E.S.L. and A.B.E. classes respectively. A narrative evaluation of each student's writing and

speaking is made for E.S.L. students and the TABE test is used to measure progress in basic education courses. A writing sample is also used. College Prep classes are taught in the skills and subjects needed to pass the CUNY assessment exam. Mr. Miller, Coordinator of the Preparatory Division, feels that generic tests like the TABE do not adequately measure achievement levels for the population being served. The great majority of learners are older women who have been out of school for fifteen to thirty-five years, most educated in very different systems in the Caribbean. While a TABE test, taken at the beginning and end of a course, can measure progress in the class, "grade level" is not a meaningful concept for such workers. Teachers have devised their own ways of assessing the approximate levels at which students enter a course, but the union has too few personnel to divide each course into separate learning levels, hence each class contains many levels. It is expected that individualized learning made possible by a new computer component of the program will aid in overcoming this difficulty.

Until a year ago, writing skills were not emphasized until the G.E.D. level, but it was found that students did not have sufficient writing skills to pass the G.E.D. exam. Now writing is taught at the E.S.L. and A.B.E. levels. Students start off by writing about what they know and are later assigned more formal topics. In the last year or so, video programs on various social studies topics have been added to the preparatory curriculum and more video programs will be used in the upgrade/refresher courses to demonstrate various techniques in health care technologies, and to provide information and perspectives on new diseases and developments, such as the AIDS crisis.

Each of the upgrade and refresher courses is geared to teaching literacy based on the terminology, cognitive, manual, and affective maps which must be mastered in order to obtain certification or upgrading in the health industry. In case of the Medical Terminology course, for example, while a student must have reached a sixth grade reading level as measured by the TABE test in order to take the course, the learning objectives are measured by mastery of the specialized terminology which is needed to function in the health care industry. Thus, one of the objectives is to: "recognize medical words from their prefixes, suffixes, and roots; construct medical words from prefixes, suffixes, and roots; spell medical words correctly, incorporating them into written sentences; correctly pronounce commonly used medical words; and correctly define commonly used medical words." Sussessful completion of the Medical Terminology and Anatomy and Physiology courses are prerequisites to taking the Nurses' Aide Refresher Courses. The curriculum for the Nurses' Aide refresher courses was written by Helen

Purello who gathered ideas from the State's curriculum (which was in the process of being revised), examined available texts, and talked to supervisory personnel in the nursing homes. The curriculum is currently being submitted to the State for approval. The more advanced courses, such as those in Pharmacology and in I.V. Therapy require that students be registered professional nurses, licensed, practical nurses or be currently enrolled in a nursing program.

IV. OUTCOMES

Attendance is very good and people drop out only for extraordinary reasons. This was attributed to the fact that students have a clear workplace-related goal at the end of the educational process. The union also maintains a strict attendance policy, threatening to drop students if they miss more than two classes.

Student progress and mastery of the material in the preparatory classes is measured by either the certification exam toward which the course is geared (such as the G.E.D. or CUNY assessment exam) or by a retaking of either the John or TABE test, as well as by teacher-administered quizzes, written and oral assignments. The range of courses given by the Health Facilities Upgrade and Training Fund makes it possible for a person to move from minimal literacy through the Masters level. A current Administrator at the Hebrew Home and Hospital is a graduate of the union's program. Curently, the union has about 220 people enrolled in community colleges, of which 150 are in nursing programs. Mastery of the material in the upgrade and refresher courses is demonstrated in teacher-constructed quizzes and final exams, written exercises, hands-on skills demonstrations, and case history discussions to elicit observational skills, level of reasoning ability, and sensitivity to patients. Certain courses, such as Cardiopulmonary Resuscitation, are evaluated through a standardized post-test given by the American Heart Association or the Red Cross. Others, such as Medical Records Coding and I.V. Therapy, in addition to teacher-constructed exams, are based on evaluations by the worker's workplace supervisors. To date, there is no formalized written method for evaluating feedback from employers for those who obtain their certification as Nurses' Aides. However, informal oral feedback has been universally positive. There is a need to develop a tool such as questionnaire and procedure to maximize employer feedback.

VI. FUTURE PLANS

Local 144 plans to continue the same sequence of courses that were given during the period for which this evaluation was conducted. It will not, however, offer an E.S.L. class during the summer.

With the help of the Consortium for Worker Education, the union is moving to refocus its pedagogy to incorporate computer-aided learning as a regular part of the preparatory and upgrade and refresher courses. Prior to the purchase this spring of thirty computers, the school had six, which were used to teach word processing skills. One of the classrooms has now been turned into a computer lab and there is now a video viewing room where tapes and/or films which supplement classroom instruction are available. The new lab will enable teachers to individualize instruction in the E.S.L., A.B.E., G.E.D., college prep, and upgrade and refresher courses. Such individualized computer-aided instruction not only produces effective literacy results, but is necessary as a means of varying the classroom tempo and format. Many of Local 144's students work all night in nursing homes and then come to class for four hours in the morning before going home to bed. Instructional personnel have found it difficult, given such circumstances, to hold the attention of obviously tired workers. By moving from classroom to computer lab and by stimulating different senses through the use of audiovisual material, Local 144 hopes to improve the learning abilities of its students.

The Consortium for Worker Education has provided Local 144 with the consultative services of Dr. Louis Giunta, who directs the computer-based literacy program at John Jay College. Both Dr. Giunta and Gail Cueto, who has recently been employed by the Consortium, will be available to conduct staff development in computerized learning.

The addition of computer-assisted instruction will allow for more flexible use of time within each module and, quite conceivably, to the offering of more advanced courses in computer work as industry technologies become more computer-oriented. The computerization of the industry about four years ago forced the Training and Upgrading Fund to begin offering courses in word processing. Though new to the Consortium, the union is excited about the kinds of services and networking that such a relationship can provide. The union's adoption of a computer-aided literacy approach is a direct result of the Consortium relationship.

TEAMSTERS LOCAL 237

Among the agencies represented by Teamsters Local 237 are mayoral agencies, the Board of Education and Health and Hospital Corporation. A variety of job categories are included, ranging from highly skilled elevator mechanics and heating plant technicians to masons' helpers and housing caretakers at the lower end of the educational and skill ladder. Ninety-eight percent of participants in the union's educational program are males. Ethnic identity varies depending on the type of job being sought. For example, 75 percent of those seeking to become elevator mechanics in the spring/summer 1988 class schedule were white, while the majority of those seeking to become exterminators were Black and Hispanic. Teamsters Local 237 has been offering workplace literacy education for the past twelve years, and used the state workplace funding to support its ongoing program. A major purpose of the program is to prepare members for civil service examinations as they are offered. These exams range in number from two to 15 and are announced in the civil service newspaper. Teamsters Local 237 was an original member of the Consortium for Worker Education.

I. BACKGROUND AND INSTITUTIONAL SPONSORSHIP

There is a full-time staff of three and part-time Program Director. The Program Director coordinates all aspects of the program, including scheduling of classes, recruiting of coordinators for the different sections of the program, participating in the hiring of teaching staff, staff development and monitoring of classes and activities. The Program Director is assisted by a Building Supervisor, who is in charge of the building in which the classes are held and is deeply involved in the daily operation of this complicated program. A Curriculum Developer is responsible for making the articulation between the specific job-related technical orientation of the classes and the literacy content. A number of literacy and technical teachers and occasionally paraprofessionals are employed, the number dependent on the number and type of class given in a particular cycle. (See Case Study #3, Section IV, for a more detailed description of the Teamsters' educational personnel.)

II. PROGRAM GOALS

Within the overall philosophy and goals of the Consortium for Worker Education, the goal of this program is to provide the knowledge necessary for union members to pass civil service exams in the area in which they are seeking a job. Reading, writing and math skills are taught

in the context of the technical knowledge base necessary to pass the exam to become a Housing Caretaker, Heating Plant Technician, Exterminator, Mason's Helper, Supervisor of Bricklayers, and other titles. Although this type of program was begun before the State Workplace Literacy grant became available, with courses for prospective Housing Firemen and Exterminators, the grant enabled the union in the spring/summer of 1988 to greatly expand its work-specific literacy programs.

III. RECRUITMENT

Recruitment is carried out through mailings to union members who may be eligible for the certification exams, advertisements in the union's own newspaper, through announcements by shop stewards, and flyers posted in Housing Authority offices.

IV. PROGRAM

Since the Teamsters' Workplace Education programs are geared toward preparing workers for civil service exams that are given on an irregular basis as openings become available, the number and kinds of courses given will vary from period to period. This demands a great deal of flexibility and creativity on the part of program administrators and teachers. Shirley Edwards, the Program Administrator, stated that she looks for risk-taking qualities in her teachers, as well as for interests they might have outside the classroom, such as in sewing, drawing, gardening, acting. People who do those things, she says, usually have a mechanial sense about how things get done, and if they have multiple interests they can usually adapt to changing conditions better than those who only know how to do one thing.

Since the union may not always be given ample advance warning as to when a civil service exam will be given, such a program must also have an administrative support system that is aware of and able to adjust quickly to changes. Particularly important is adequate support staff for the principal administrator.

All the classes were held either in Public School I.S. 70 on West 17th Street near the Local's headquarters or in nearby Washington Irving High School. Most classes followed the format described in Case Study #3, which describes the course given for prospective Housing Caretakers.

In the spring/summer 1988 cycle the following classes were offered by Teamsters Local 237:

Content/orientation	No. of classes	No. of instructional hours
Elevator Mechanics	3	156
Exterminators	1	*
Heating Plant Technicians	2	*
Mason's Helpers	2	144
Superintendents	10	480
Supervisor of Building Custodians	1	*
Supervisor of Caretakers	9	*
College Prep	1	*

Literacy skills and requirements vary greatly from course to course. At the lowest end are the caretakers, some of whom needed basic E.S.L. work. Bricklayers and masons were TABE tested and their reading scores were found to be adequate. However, a writing sample showed inability to pass the bricklayers and masons test, which require writing skills.

V. OUTCOMES

Assessment and evaluative measures are described in Case Study #3, which describes the Caretakers and Superintendents program.

VI. FUTURE PLANS

Teamsters Local 237 plans to continue to offer the kind of job-specific courses outlined in this profile. In addition, G.E.D. and E.S.L. courses will be added for Caretakers during the summer because of the union's discovery that some workers needed basic literacy skills in order to take the course to prepare for the Caretakers' exam. This will follow an earlier developed model where other workers served by Teamsters 237 have been given Basic Education, G.E.D. and E.S.L. training for some time. Work on developing curriculum for new courses and refining what is in place is ongoing. More work in the future will be devoted to staff development and to improving the administrative management of the program.

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*Denotes programs that were ongoing at the time of this study, thus making a calculation of instructional hours difficult.

UNITED AUTO WORKERS, DISTRICT 65

District 65 of the United Auto Workers represents workers in a variety of job categories: clerical workers employed in businesses, educational and non-profit institutions, garment and textile workers, retail sales workers, persons working in the direct mail industry, assembly line operators. The union's educational population consists largely of people at the low end of the educational and training spectrum. Seventy percent of its students are women, seventy percent are Hispanic and thirty percent are Black. The geographic area served by the union's educational programs includes the five boroughs of New York City. This report is based on interviews with Toby Emmer, Director of the Worker-Family Education Program and Nora Cody, Administrative Coordinator of the workplace literacy component of the Worker-Family Education Program. District 65 was an original member of the Consortium for Worker Education.

I. BACKGROUND AND INSTITUTIONAL SPONSORSHIP

Workplace literacy is part of a larger vocational education program offered by the union. The program offers evening typing, word processing and computer skills classes, and job skills classes in the daytime. District 65 also has a college program in conjunction with Hofstra University. With the institution of workplace literacy courses, a worker can enter at a basic level and go all the way through college.

The workplace literacy component of District 65's educational program pre-dates the period described in this report. The state workplace literacy grant, however, enabled the union to recruit more widely, expand its offerings, and to make an assessment of workplace literacy needs. The workplace literacy program is offered to union members, laid-off workers who may or may not be union members, and to union members' families. The program provides a way of helping people to make the transition to a rapidly computerizing workplace as well as a way of attracting new workers into the union. "This program," said Toby Emmer, "is a survival need for this union. We're looking at a real crisis in the workforce we represent."

Most of the teachers hired for the program are New York City Board of Education certified. Some are referred by the Consortium for Worker Education. The computer/writing course is taught by an expert in the computer field. A strong emphasis in District 65's program is on multicultural enrichment. The ability to draw out and appreciate the multicultural heritage of the workforce is a characteristic that is sought in teachers.

II. PROGRAM GOALS

Workplace literacy goals for District 65 include: equipping people with survival skills; enabling some to enter the job market, others to retain their jobs in industries that are rapidly changing, still others to upgrade themselves within an industry or to move to a higher paying job in another industry. A secondary goal is to increase union membership and participation. Underlying the workplace-related program goals, however, is a more broadly focused social change goal having to do with equipping and empowering workers to be well-rounded persons and contributing members of society. As stated by Toby Emmer, "A program like this, where people are gathered together for a purpose like education, gives people a sense that other things are possible--a new spirit is generated, a new sense of values. One of our stresses is to bring the world into the classroom and to take the classroom into the world." Certain shops in which the union is represented also see the union's educational programs as benefitting their workforce. For example, AGH, a garment industry shop approached the union for help in retraining its workers to make the transition to a computerized recordkeeping system. The union was allowed to come into the shop to recruit students for word processing courses. The employer spoke at the union's graduation exercise and praised the program highly.

III. RECRUITMENT

Students are recruited for the program by a variety of means. The acquisition of an administrative coordinator for the workplace literacy component has made visits possible to the shops where workers are employed, to talk to the organizers about what is needed and sometimes to have a chance to talk to the workers. Others hear about the program through word of mouth or through union mailings and events. Non-union members may be recruited by family members or by the community institution in which a particular course is being held.

IV. PROGRAM

Workplace literacy courses during the period under consideration consisted of three E.S.L. classes, two Spanish G.E.D. classes, one legalization class, one computer/writing class and one college prep class. Each class was held for twelve weeks. With the exception of the legalization class, which was three hours per week and the computer/writing and college prep classes, which were four hours per week, the classes ran for six hours each week. A total of 173 students were enrolled and 492 instructional hours were utilized. Classes were held in two community centers in neighborhoods where union members or potential workers live, and at the

union's headquarters on Astor Place in Manhattan. In explaining the use of community centers, Toby Emmer said: "It's important to bring education to our members rather than always expecting them to come to you."

E.S.L. classes used the John Test as both a pre and post-evaluation method. Depending on the entering score, E.S.L. students were placed in Level I, II, or III. The Spanish G.E.D. class used the Spanish language version of the Comprehensive Test of Basic Skills (CTBS). Successful passing of the Spanish G.E.D. exam was also used to test achievement. Although these standardized assessment methods were used, union personnel admitted they relied more on teacher assessment. While no pre-test was given in the computer writing course, students were asked at the end to compose an essay on the computer describing their job and how it relates to the overall performance of the company and other related departments. The college preparatory course used a teacher-prepared lecture at the beginning and end to test such skills as note-taking from lectures, summarizing of material, and increased self-expression.

Curriculum in District 65's program is currently under much discussion. There has been an attempt over the last two years through staff development to encourage a student-centered approach to learning and one which attempts to affirm and celebrate the cultural histories and traditions that students bring with them. Standardized material, like E.S.L. for Action, by Elsa Roberts Auerbach and Nina Wallerstein (Addison-Wesley, 1987), which has a workplace orientation and is based on the philosophy of Paolo Freire is supplemented by teacher-made materials drawn from the needs and life experiences of the workers.* The teaching of literacy in the context of learning survival skills is an important part of the E.S.L. curriculum as are lessons in how to talk to a foreman, a boss, or how to deal with labor conflicts. Students compose their own essays, letters, etc. in the computer/writing course while at the same time learning how to use a word processor. Cultural education and appreciation is handled through having students write about their cultural traditions, by organizing in the classroom to celebrate such events as Martin Luther King's birthday and South African solidarity events. Toby Emmer feels that published instructional materials are effective "prompters" but that such texts cannot be used straight through from cover to cover. Workplace literacy, as this

*Paolo Freire is a Brazilian literacy teacher who developed a unique approach to adult literacy training utilizing a dialogic method that drew content from the life experiences and aspirations of the learner, rather than a predetermined syllabus. His explication of the process is found in: Pedagogy of the Oppressed (New York: Seabury Press, 1983).

union understands it, will always have to be flexible. The union is currently working on its own G.E.D. curriculum which will include labor history, and literacy skills that relate to problem solving, empowerment and liberation.

V. OUTCOMES

The union is currently developing methods of needs assessment to accommodate the varied backgrounds and interests students bring to their education. For example, there have been students in E.S.L. classes who hold M.A.'s and doctorates, alongside others who did not complete an elementary education. The union is concerned about constructing a tool that will assess the students' specific learning goals. Out of that, says Ms. Emmer, the union may develop a whole new set of classes they had not envisioned.

The union is also concerned with the need to develop a meaningful method of evaluating learning. Such a method would need to take into consideration the fact that learning materials are highly individualized and that student needs are extremely varied. Program staff are wary of setting up another hierarchy of success or failure; their students get nervous even in taking assessment tests. Ms. Emmer related that she plans to use the help of the central Consortium resources in working on appropriate assessment and evaluation tools and in documenting what is accomplished in the program. She will be chairing a meeting of the Consortium educators in the fall to discuss these very issues.

District 65 plans to expand its computer class, perhaps to offer an advanced level. Another G.E.D. class for younger people may also be offered, and an E.S.L. class, to be held over lunchtime in a factory lunchroom, has been proposed.

UNITED AUTO WORKERS LOCAL 365

UAW Local 365, an amalgamated union, represents workers in a great variety of occupations, from assembly line and piece workers to truck drivers and airline mechanics. Its territory covers metropolitan New York, and Long Island, part of New Jersey to the Pennsylvania border, and New York State west to Binghamton. In the spring of 1988 the union began its first foray into education, holding four E.S.L. classes for its most vulnerable workers: a predominantly female Hispanic workforce located in two companies in Queens near the site of the Local's offices. This report is based on an interview with William Secor, Recording Secretary for the union and administrator of the educational program. The union is not a member of the Consortium for Worker Education.

I. BACKGROUND AND INSTITUTIONAL SPONSORSHIP

Local 365's educational program began when Bill Secor, who was in Albany for a political action meeting, learned of the possibility of a state grant for workplace education. He jumped at the opportunity and sought help from the Consortium for Worker Education in getting a program started. Mr. Secor was enthusiastic about the opportunity to be involved in this endeavor. He felt strongly that it was important for his union to commit itself to educational activities.

The program was administered by Mr. Secor with help from the Consortium in finding a qualified teacher.

II. PROGRAM GOALS

Local 365's educational program is currently in the formative stage. It began with E.S.L. classes in the spring of 1988. In late summer, a G.E.D. component will be added. Thus far, the goal is to provide the means by which workers at the lower end of the skill and wage ladder can gain the literacy competency needed to gain a skill, obtain better jobs, and cope more effectively with everyday life. A secondary goal is to instill in people the idea that the union has more to offer its members than just assistance with jobs or wages.

III. RECRUITMENT

The union targeted two shops for recruitment--Eagle Electric and Standard Motors--both with factories close to the union's offices in Long Island City, Queens. The workforces in these

shops are predominantly Spanish-speaking immigrants from all over Latin and Central America and the Caribbean. Notices were put up in the shops that E.S.L. classes would be available to union members and their families and prospective students were asked to go to the union headquarters to register. The classes were also advertised through the union's newspaper and at Executive Council and other union meetings. Once enough people had registered, they were sent a mailing announcing when and where the classes would be held. Mr. Secor reported that although the response to the recruitment material was very positive, less than half of those who registered showed up for the classes. He attributes this to possible difficulties the predominantly female workers may have in getting away from home when the classes are scheduled. Another reason may be that many of these factories shut down for two to four weeks for vacations. Some workers may not have wanted to start something they knew would be interrupted. Mr. Secor reported that he plans to follow up individuals who registered but did not show up for classes.

IV. PROGRAM

Four E.S.L. classes were begun in April and were held for two and a half hours a week on a continuous basis, three on weeknights from 5:00 to 7:30 and one on Saturday morning from 10:00 to 12:30. Between fifteen and twenty-two students have attended three of the four classes and five or six are in the third class, which may be consolidated with the others. All classes are held in a meeting hall of the ground floor of the union's headquarters, a pleasant, well-lit room that can seat up to eighty people. The room contains a portable blackboard and sound system.

The classes, all taught by the same teacher, used the textbook, Beginning Lessons in English by Isobel Y. Fisher and Robert J. Dixon (Regents Publishing Co.). Instruction focused on generic literacy rather than workplace literacy content. The teacher used his own form of initial assessment and grouped the students within each class into a beginning and a more advanced group.

V. OUTCOMES

At the time of report preparation, the classes that were begun in April were ongoing and no final results were available. Mr. Secor related that many of the students had expressed pleasure at the opportunity to take the classes. Being able to go to class with their peers and relatives, he speculated, was much less frightening for them than signing up for Board of Education night school classes.

VI. FUTURE PLANS

The E.S.L. classes will be continued and a G.E.D. class will be added some time in early August 1988. Mr. Secor hopes to be able to take enough people all the way through the E.S.L. program so they can graduate into the G.E.D. class. It is expected that another population will be targeted for the G.E.D. classes this summer. This will be a group of predominantly Hindu English-speaking workers in the same two factories. These people have finished secondary schooling in their own countries but, because of the different educational systems, cannot translate their achievements into high school credit here. Mr. Secor sees the possibility of eventually having to divide the meeting room in which the classes are held in half, so that two classes can be held simultaneously. Obviously bitten by the educational bug, he is already thinking about purchasing sound barriers so that this can happen.

UNITED FOOD AND COMMERCIAL WORKERS LOCAL 174

UFCW Local 174 (Butchers, Food Handlers and Allied Workers Union) represents workers in a variety of jobs in the meat industry and some pickle plants, both wholesale and retail. Its workers include supermarket cashiers, packers, meatcutters, clerks, and so on. In terms of ethnic distribution it is a United Nations. The geographic area served by the local covers metropolitan New York, Long Island, part of Connecticut, upstate New York to Fallsburg and parts of New Jersey. Over the last 15 years this union has lost 50 percent of its members, the result of either automation or plants moving to the midwest or south in search of cheaper labor. A combination of automation and an increasingly immigrant workforce has pushed the union to institute a basic educational program for its members. The report is based on an interview with Leon Joseph, the Funds and Educational Coordinator for the local and a brief telephone interview with Jose Malcion, a retired bilingual junior high teacher and part-time college professor, who teaches one of the E.S.L. classes started by the union. This union is not a member of the Consortium for Worker Education.

I. BACKGROUND AND INSTITUTIONAL SPONSORSHIP

Two E.S.L. classes and the District 65 computer assisted G.E.D. class were offered to Local 174's New York area workers in the spring of 1988. This was the union's first attempt to offer education to its workers. The E.S.L. classes were set up by Mr. Joseph with help from Sean Gibney of the Consortium for Worker Education, who helped locate the teachers and one of the sites and steered Mr. Joseph to the District 65 computer program. The program was late in getting started and took almost three months to set up. A major difficulty was finding sites and schedules that were convenient to the workers. On the application form workers were asked what times were best. Meat industry workers' hours are long--some work 12-13 hours a day and many work six days a week. Often, immigrant workers will come together to a work site in one car. When the plant closes, they must all leave in that same car together. Mr. Jospeh worked with one employer to set up a class at the worksite--Fancy Foods--in Queens, New York to accomodate this problem. Although it was the hardest to set up, it was the most successful class. The employer became convinced that his own productivity would be enhanced if his workers could read and write, and thus he became quite cooperative. There were many retail workers who indicated an interest in the computer program, but because it was offered on Saturday, they couldn't attend because they had to work. Mr. Joseph expressed frustration that the Board of Education, which has computer labs in schools that may be near workers' homes or

worksites, appears to be uninterested in the union's problems. He cited the fact that he wrote to the principle of a nearby school that has a computer lab asking if the union could use their facility and received no response. In addition, it costs upwards of $300 just to open a school in the evening--the kind of money the union doesn't have.

II. PROGRAM GOALS

The goal of Local 174's educational program is to offer its workers the opportunity to "improve the lives of our members and their families." "We've had people staying in one job for 25 to 30 years," said Mr. Joseph, "because they can't read." Although some workers may see English language facility as a way to move out of the industry they're in, Mr. Joseph believes it is the obligation of the union to offer this service to its workers. As the notice in the union's newspaper put it, "We do not believe that our job ends with negotiating for wages and fringe benefits, no matter how important they are."

III. RECRUITMENT

Classes were open to union members and their families. Those who responded were about 65 percent female and ranged from 25 to 60. Recruitment was carried out through a variety of means: pitches were made at membership meetings; business agents in the shops were told about it; posters in the most commonly used languages--French, Polish and Spanish--were put up in all the shops; and it was announced in the union newspaper. Mr. Joseph believes that the combination of approaches worked to produce the students.

IV. PROGRAM

In the spring of 1988, two E.S.L. classes were offered, and students who wished computer assisted G.E.D. instruction were sent to UAW District 65's program. Each E.S.L. class was held two days a week for two hours each. One ran 18 weeks and the other was extended into the summer and will continue into the fall. One class was held at I.S. 70 in Manhattan and the other in the lunchroom at Fancy Foods, which contained a portable blackboard. Approximately 40 students were enrolled, 28 in the E.S.L. class and the rest in the computer-assisted G.E.D. class. Mr. Joseph reported about a 50 percent dropout rate which he attributes to long work hours, commuting difficulties, and family problems, like the lack of childcare.

Approximately 25 percent of those who opted for the computer-assisted G.E.D. program were native born. Many already had high school diplomas but wanted to learn how to use the computer.

The E.S.L. classes contained students with varied levels of English competency. According to Malcion, no pre and post tests were given. Some students did not even know the alphabet in their native language. Because of the difficulty in getting started, Mr. Malcion, the teacher, reported that he had to go to his own school to get texts to use. Much of the material was teacher-constructed and contained exercises based on learning key survival skills, such as writing their name, address and telephone number, filling out loan and employment forms, applying for apartments, reading lease agreements, approaching the desks at the airport to make reservations for a trip home (to Haiti, Santo Domingo, etc.). Mr. Malcion expressed the need to have some assessment measures he could use.

V. OUTCOMES

Except for anecdotal responses there were no measurable outcomes available. Mr. Malcion reported that he has seen some progress in his students and Mr. Joseph reported that the workers have praised the union for offering the classes. As a result of the course some English-speaking union members expressed an interest in a course in Spanish, since so many of their co-workers are Spanish-speaking. This comment may suggest a need that the Central Labor Council-Consortium program might address.

VI. FUTURE PLANS

Local 174 plans to continue and to expand its E.S.L offerings. It is looking for sites in both the Bronx and further out in Queens and is thinking of recruiting more people for the Fancy Foods class from members who live in the immediate area surrounding the plant. It is also planning to offer a Basic Education course and a computer course in the fall. A greater effort will be made to fit retail workers into a computer program. Mr. Joseph also reported that they are reaching out to get other unions interested in the program. Local 88, a part of the same international but with a different workforce--sheet metal and white collar workers--may come into the program.

UNITED FOOD AND COMMERCIAL WORKERS UNION LOCAL 342-50

Local 342-50 of the United Food and Commercial Workers Union services workers in the greater New York Metropoltian Area east of Manhattan, extending to Nassau and Suffolk counties and including Staten Island. Immigrant workers--primarily Haitian, Hispanic (from countries all over Latin America), and Polish--are concentrated in small shops in the smokefish industry, and in silk screen, bread stick, metal and hanger-making companies. Technology in these small shops has generally not required English language proficiency and the jobs are unskilled. This report is based on interviews with John Ziv, Health and Safety Director for Local 342-50, and Carlos Watson, the Organizer Representative. Local 342-50 is not a member of the Consortium for Worker Education.

I. BACKGROUND AND INSTITUTIONAL SPONSORSHIP

While local 342-50 has run some G.E.D. programs in the past, the state workplace literacy grant enabled them to offer, for the first time, two E.S.L. courses to immigrant workers. The E.S.L. program was administered by John Ziv, who was initially contacted by the Consortium for Worker Education. Since Mr. Ziv was new to the area of workplace literacy education, he needed to spend a considerable amount of time in the preparatory activities necessary to start the program. He needed to develop contacts necessary to locate classroom space in areas that were accessible to workers. Space was finally located in a junior high and elementary school. Difficulties then arose concerning the authorization of custodial service for after-school hours. This was accomplished with the help of a contact in a community organization in Brooklyn who in turn contacted the two principals concerned. These details illustrate the high level of persistence needed to set up a new workplace literacy program. Recruitment was also a time-consuming and challenging activity because workers in this union are widely scattered in small shops. It is a testament to Mr. Ziv's enormous dedication to this project that classes were able to start in March 1988.

II. PROGRAM GOALS

The most prominent goal articulated for this program was the desire to offer a service to union members that they obviously wanted and needed. The union, of course, has the goal of building commitment to the union, but this was seen as a by-product or as secondary to the service aspect. Union members, it was stated, might have had self-improvement goals in mind

when they signed up for the course, but there was no obvious correlation between literacy training and upgrading within the industry. In fact, the consequence of literacy training for these workers might be to eventually propell them out of the industry (and thus out of the union) and into jobs in other areas. "This is the kind of industry that you want to get out of," commented Carlos Watson. In spite of the fact that the effect of literacy training might be to contradict the goal of building union membership, John Ziv is planning not only to continue the program in the fall but hopefully to expand it. In the short-run, at least, literacy training for these workers is likely to produce greater union participation. Commented Mr. Watson, "Whenever I go to these workers with union business they tell me they can't understand it because they don't speak English."

III. RECRUITMENT

Recruitment processes included mailings to the shop stewards in those companies where immigrants were concentrated, special recruiters who were sent to a half dozen workplaces in Brooklyn where non-English speaking workers were concentrated, and applications printed in the union newspaper. Both G.E.D. and E.S.L. courses were offered. Twelve people expressed interest in the G.E.D. course and thirty in the E.S.L. offering. Most worked in the Greenpoint and Sunset Park sections of Brooklyn, so that is where Mr. Ziv decided the classes should be held. Those who had opted for the G.E.D. course were too scattered throughout the Metropolitan area for the union to arrange a class that would be accessible to them, so Mr. Ziv called each of them and referred them to other G.E.D. courses in their area. He found, however, that the Board of Education's G.E.D. classes in Brooklyn, Queens, and Staten Island were all closed. Students would have had to register for them the previous fall. There were no entrance requirements, and the union allowed a few non-union members, who heard about the courses from friends, to attend.

IV. PROGRAM

The teachers were recruited through the Board of Education's District School Board office responsible for adult education. One was an E.S.L. teacher and the other an eighth grade English teacher with some E.S.L. training.

Two generic E.S.L. classes were held in traditional classrooms in each of two different public schools in Brooklyn: Junior High School 126 on Leonard Street, and P.S. 1 on 47th Street. Both were held on Tuesdays and Thursdays from 6:00 to 9:00 and from 5:30 to 8:30 p.m. The

first started in March and ended in June 1988 for a total of 12 weeks and 72 instructional hours and the second started in April and ended in June 1988 for 10 weeks and a total of 60 instructional hours. Fifteen students attended the first class with one teacher and ten to twelve attended the second class, with one teacher. Each class held a mixture of literacy levels, although almost all were on a first or second level. Mr. Ziv reported that they simply did not have the capacity to separate students into different levels.

At this beginning stage of the development of this new program, the union does not have a full-time professional educational director. As a consequence, the teachers in the workplace literacy program were not closely monitored and no information was available on curriculum or on evaluative activities. It is a recommendation of this evaluation that, for instructional activities to be most effective, a staff member be hired who would have responsibility for curriculum development, procedures for student evaluation and monitoring the teachers.

V. OUTCOMES

Since the union did not monitor student progress there were no data available as to the effects of the program on student literacy functioning. However, a teacher commented to Mr. Ziv that two of the students had improved greatly by the end of the course.

Mr. Watson noted that although the workers who took the course needed further help speaking English at the workplace, some progress had been made. He reported that the workers were unanimously enthusiastic about the courses and wanted to continue them. Mr. Ziv observed that many E.S.L. classes are available to these workers where they live, but few take advantage of them. He speculated that their knowing that they would be going to school with fellow workers provided an extra incentive to enroll. Further evidence that these courses were important to the students is found in the near 100 percent retention rate. This is especially indicative because although the courses were held near the workplaces, they were often quite far from where the students lived. Many had to take several buses and trains to get home at night.

VI PLANS FOR THE FUTURE

Mr. Ziv expressed a desire to continue and expand the two literacy classes in the fall. He will try to hire the same teachers again. Because of his other duties in the union, he would prefer a system in which centralized administrative help is available so that his sole responsibility in the workplace literacy program would be recruitment. He suggested that it

would be helpful to have the teachers paid out of a central administrative budget rather than by the union, to be reimbursed by the Consortium. He reported that if the teachers had required materials to be xeroxed, or extra equipment like film projectors, he would have had a hard time supplying them.

SECTION IV

Case Studies

INTRODUCTION TO THE CASE STUDIES

In this section, six Consortium-related workplace literacy programs are examined in-depth. They were chosen to represent the breadth of programs available in the CLC-Consortium Workplace Literacy Program--a breadth reflective of the diverse needs of workers, unions, and the job market.

The diverse objectives of these programs dictate varying approaches to workplace literacy, its interpretation, and procedures for measuring program impact. Although development of literacy skills is a common goal, skill emphasis varies with course objectives, and ranges from the development of general literacy to job-specific literacy skills.

PROGRAM AND OBJECTIVE	LITERACY EMPHASIS
Computers and Literacy To foster and facilitate language acquisition	General
Consortium Home Care Institute To train for certification; to foster educational values	Workplace-related
Supervisor of Caretakers N.Y.C. Housing Authority Superintendent To prepare for N.Y.C. Civil Service exams for job promotion	Workplace-related
(Hotel) Industry Training Program To prepare for job upgrading	Job-specific
Upgrading for Dislocated Sewing Machine Operators To prepare for job placement	Job-specific
Pattern Making To learn and apply basic concepts of pattern making	Job-specific

The first part of each case study consists of a description of the program in terms of its institutional background and administrative structure, student demographics, program scope and design, student motivations, and instructional features. This research was conducted by Dr. Miriam Balmuth through interviews with program and Consortium staff, including Francine Boren, and students, as well as classroom observations and examination of curriculum materials. The second half of each case study is a description and evaluation of the program's impact on both literacy and job goals. This material was researched by

Dr. Priscilla Jean.* To accommodate the variation in objectives, and to measure the distinct types of impact, a number of different instruments were used. They included paper and pencil tests (standardized and teacher-prepared), interviews, and records (attendance, applications for future enrollment, job promotion, certification, Civil Service Examination placement). The specific measures used by each program depended upon its own objectives, and therefore differed across programs.

In addition, Dr. Jean constructed an instrument which was used with four of the programs to collect data on students' own evaluations of their literacy progress. This pilot self-report form asked students to rate their progress on from 21 to 27 different general measures of literacy impact, to indicate whether they had experienced improvement in reading signs and directions in a variety of public and private environments, and whether they experienced improvement in filling out a variety of application forms. The forms were administered orally to whole classes. The teacher read the questions aloud as the students looked at the forms and filled in the answers. Names were not written on the forms so the students were assured of complete confidentiality. This instrument could be the basis of further data collection measuring literacy impact in the future. (See Appendix VIII.)**

Each of the case-study programs is described in regard to measurement procedures currently employed, findings, future assessment plans, and problems restricting evaluation procedures. One class from each of the programs is used as the basis for the description.

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*Only the program impact section is included for the Housing Superintendents course, since it follows the same general pattern as the Caretakers. Both are part of Teamsters Local 237's program. There is no program impact section available for the Industry Training Program, although much of this appears in the descriptive section.

**Note that two versions of the form were used, one containing 21 questions and the other 27. The longer form was piloted in two unions and then revised in the course of the study. The revised version was then used in the other two unions that participated. Data for only the first part of the form are reported for the Home Care Institute since only four students filled out the second part.

CASE STUDY 1
SATURDAY COMPUTERS AND LITERACY

A Program of the Consortium for Worker Education and John Jay College

PART I

The following case study is based on interviews with Dr. Louis Giunta, Program Director; Betty Jane Bertucci, Assistant to the Director; Dorothy Kirshenberg, literacy teacher; Maria Escalante, ESL teacher; Margaret Murphy, computer laboratory assistant; and two students. A Basic Education class and an E.S.L. class in session were observed, and both classes were subsequently observed during their followup sessions in the computer room. Curriculum and other relevant materials were examined. An interview was also held with Francine Boren for background on this and other workplace literacy programs. The information was gathered during April and June 1988. Site visits were made on June 11, and June 13, 1988.

I. INSTITUTIONAL SPONSORSHIP

The program is subsidized and supported by the Consortium for Worker Education and the Department of Special Programs of John Jay College of CUNY. There has been a strong commitment from the college, with full support from President Gerald Lynch, Jay Sexter, Vice President for Academic Affairs, and Deans Mary Rothlein, James Curran and Eli Faber.

The program has been operating since February 1987; three cycles have been completed thus far.

II. PROGRAM GOALS

According to Dr. Giunta, the overall goal of the program is to enhance the literacy of each individual using the computer. Word processing is used to develop the ability of E.S.L. students to speak, read, and write English and to increase the fluency of Basic Education students in speaking, reading, and writing. The computer/word processor instruction is not offered as an end in itself, but as an ancillary instrument for improving the various language skills. At its inception, the program was referred to as a "computer course," but to clarify its true purpose, its name was changed to "Saturday Computers and Literacy Course."

A sub-goal of the program is job upgrading. Implicit in the conceptualization of the program is the expectation that the skills learned here will be transferred into the workplace in any one of a number of literacy-requiring situations.

III. PROGRAM SCOPE AND DESIGN

A. Personnel

1. Dr. Louis Giunta: Program Director. Assistant Professor and former Director of Reading Programs at John Jay College. Background in Reading and Urban Education. Has

been with the program since its inception. Responsibilities include being liaison between the program, the college, and the consortium; hiring and supervising faculty; overseeing the operation of the program each Saturday; and exercising general leadership.

2. Betty Jane Bettucini: Assistant to the Director. Part-time. Her background includes being a computer lab technician in an earlier vocational education grant program. Responsible for general office and clerical functions, including record keeping, she also handles all incoming calls from program applicants referred by the Consortium office.

3. Four teachers: Dorothy Kirshenberg and Charlotte Marchant (Basic Education); and Melvin Jones and Maria Escalante (E.S.L.). All the teachers have Masters degrees and all are experienced in the subjects they teach.

4. Margaret Murphy and Peter Olsen: Computer laboratory assistants. Recommended by John Jay College's Director of the Computer Center.

B. Structure and Schedule

This program is open to members of all unions of the CLC-Consortium for Worker Education Workplace Literacy Program. Each Saturday, for fifteen weeks, four classes meet at John Jay College. Each class has a different type of student, characterized by skills in the English language and in the keyboard: namely, E.S.L. and no prior keyboard; E.S.L. and keyboard; Basic Education and no prior keyboard; and Basic Education and keyboard. Two classes are scheduled for the three hours from 9:30 to 12:30 and two classes are scheduled for the three hours from 11:30 to 2:30. One to 1½ hours of each session is spent in a classroom in either Basic Education or E.S.L. instruction (the duration depends on the instructional needs of the particular session). The students and teachers go to the computer lab where each student sits at a computer and works on an assignment related to the topic of the classroom segment of the session. The teacher and one of the computer lab assistants remain in the lab, circulating to help individual students. Students also discuss with each other the work in which they are engaged.

C. Recruitment

For student referrals to the classes, the program works directly with the Consortium. The initial source of requests for information and applications was the Consortium publicity flyer, which was directed to students in classes run by unions affiliated with the Consortium. Now, however, with three semesters of the program completed, word-of-mouth has been effective in attracting applicants: Over one hundred for the Fall 1988 semester have already been received. Moreover, former students are interested in returning--of the eighty students now attending,

the program director believes that at least half will want to come back, for both the computer aspect and the language/literacy aspect. There is no longer need for any further outreach publicity.

Efforts are made to project a warm feeling to students, to communicate that the staff is there to serve them. Among the efforts are personal letters sent to students at Christmas and other breaks reminding them to come back, parties at Christmas and at the semester's end, as well as a special gathering for final awards and certificates.

D. Entry Requirements

The only entry requirement is that a student must be a union member. The principle is that if anyone wants to come, the program staff will do its best to accommodate him/her. There are no literacy or other test score criteria.

E. Intake Procedures

Each semester, on the first day of class, there is a welcoming orientation meeting at which the students meet the instructors and visit the computer labs. Dr. Giunta discusses the program and tries to excite the students about what they have to look forward to. At the most recent meeting, a translator was on hand during the welcoming talk, to insure that no student would feel left out. Also transmitted is the idea that all are worker colleagues and union members.

The procedure for intake into the program starts with the worker going to the shop steward, who refers him/her to the education officer. The worker is then given an application form to be sent to the Consortium. At the Consortium, the application is screened for union membership. Then, a welcoming letter with the dates, times, and other logistics of the courses is sent to the applicant. In addition, applicants are asked to RSVP by phone and are given Ms. Bertucci's number at John Jay College.

Applicants who call are interviewed by telephone by Ms. Bertucci, who assigns them to the appropriate classes. The assignments are based on their English-speaking ability and keyboard knowledge, as determined during the phone conversation.

Because the basis for the assignment to a class is approximate, the initial grouping is flexible--changes may be made once the classes meet. Dr. Giunta said that, in the future, he would like to have a much more comprehensive placement program and would want to do more diagnostic testing of the students as part of the intake process.

IV. SITE

The classes are held in John Jay College of CUNY. During the literacy and E.S.L. parts of the sessions, the students are in regular college classrooms. The computer labs used for the rest of the sessions are just large enough to accommodate twenty students and twenty computers. The building is modern and well-kept, and for most of the Saturdays, there is a cafeteria available for lunch and other breaks.

V. STUDENT DEMOGRAPHICS

A. Number of Students

Twenty in each of the four classes, for a total of eighty.

B. Employment Backgrounds

The students are all currently employed and represent the range of occupations associated with the Consortium unions.

C. Age

A wide range from the 20s to the 50s-60s.

D. Gender

26 male; 54 female

E. Ethnicity

The E.SL.L students represent a wide range of countries of origin, including a variety of South American countries, Puerto Rico, China, Korea and others. The literacy students are mostly Black.

F. Schooling

A wide range, both in this country and abroad.

G. Union Affiliation

The one requirement is union membership. All students are union members.

H. Reading Ability and Spoken Language Ability

There are no standardized language or literacy tests administered, so that teachers can only estimate students' levels from their functioning. Comments by those associated with the program indicate that there is a great range and variety of language and literacy functioning.

VI. STUDENT MOTIVATIONS FOR TAKING THE COURSE AND HOW THEY ARE ADDRESSED

According to the program director, before the name of the course was changed to highlight the literacy component, incoming students expected to become computer experts. At

this point in time, according to Dr. Giunta, there tends to be a bimodal distribution: E.S.L. students are interested in the two stated objectives of learning a language as well as computer skills, while the Basic Education students want either to improve their communication or to learn word processing.

The two students interviewed, one from an E.S.L. class and the other from a Basic Education class, had thought it was a computer course when they applied. The E.S.L. student is a machine operator and was about equally interested in learning how to work the computer as in improving her English. When she first enrolled she thought that when she finished she would know how to work in the computer industry. Her overall goal is to try to get a better job, and at this point, she is thinking of going back to the union to find out where to get a course to help improve her English. She is also planning to come back in September to repeat this course.

The same student indicated that she could have used more time to learn about the computer. One and one-half hours per week was not enough. A longer or more intensive course, with separate sessions for the language and the computer, would have been better. She also felt that the level of the English class was too simple for most of the students. (The E.S.L. teacher found a very wide range of abilities in the class, and feels that a profile of the students on entry would have helped. It took the first two weeks of class to evaluate their disparate needs and skills.)

The Basic Education student is a manager in a factory. She started taking courses for the G.E.D. through the union, and found that she was learning so well that she was inspired to go on learning. She said she had learned much in both the literacy and the computer classes, although her initial motivation had been to learn the computer. The Basic Education class greatly helped her, however, and she wishes it were longer. She found it very interesting and enjoyable. In it, she said, the students express themselves and have conversations with each other. She had been self-conscious about speaking but the class gave her more confidence. She also learned, how to prepare a resume, write a proper letter, and write "beautiful" essays. When she was taking her G.E.D. essay test, she remembered what she had learned in the Basic Education class. With respect to the computer, she was so encouraged that she has now bought one of her own, with the advice of her daughter, who works with computers.

Both students volunteered warmest appreciation for the union's part in providing the classes, not just for themselves, but for others. One said she "just prayed" they would have other courses for her and noted that "people couldn't afford other schools." As a result, she said she has become more interested in the union than ever.

VII. INSTRUCTIONAL FEATURES

A. Curriculum and Instruction

The current curriculum was originally developed by a former teacher, Maria Radford, and Dr. Giunta. The curriculum is entitled "Language Development Computer Program, 1987 John Jay College/Consortium for Worker Literacy." It provides the plans for 12 three-hour sessions, although it is assumed that some plans will require more time. It is intended for both the Basic Education and the E.S.L. class. In fact, the students with whom it was originally developed were mostly E.S.L., according to a statement in the First Session plan, but it is obviously suitable for non-E.S.L. students as well.

Each of the twelve plans starts with an overall statement of purpose, such as, "Emphasis on writing effectively" (Third Session), or "Emphasis on developing students' computer confidence/competence" (Sixth Session). The plan is organized under three headings: Objectives, Materials and Methodology, and In the Lab. The Objectives for the Third Session were: "To relate students' needs to course content and format by focussing attention on the business letter--one they would often have to write"; and for the Sixth Session: "To encourage the students to use the full range of the computer's functions in creating their own advertisement (visual as well as literary impact.)" Under the heading, Materials and Methodology the Third Session class was "to review correct format for a business letter and how it would be facilitated by the computer." "Brainstorm ideas for a letter of complaint to their respective landloards--try to use real-life situations based on their experience. Vocabulary relevant and useful for their purpose should arise as the discussion continues. . .see samples of students work attached. Work in small groups to compose individual letters which can be transferred to the computer in the lab session." Under Materials and Methodology in the Sixth Session: ". . .there will be teacher input this session before the class presents their selection. This activity necessitates participation from every student in the class in the composing process and evaluation of language. Some exciting 'role-playing' of eager salesmen can occur as students attempt to 'sell' their product to the class--the less confident can always read and comment on the advertisement they have chosen. However, all will compose their own ad in the computer lab." The last plan heading entitled, In the Lab, consisted of activities for the teacher/lab assistants and students to do when they go down to the computer room. In the Third Session, they were encouraged to: "Copy the letter and, time permitting, compose new ones to other individuals, official agencies, on the computer. The more ambitious could attempt their personal resume. Ask students to bring business letters they have received which demand

a reply to answer on the computer next week." The Sixth Session involved: "Composing and writing of advertisements. By this sixth class, half-way through the course, students should feel 'at home' with the entire keyboard. They should also be directed to write a mid-point evaluation letter to the instructor or include comments about their feelings half-way through the session at this juncture)."

According to Dr. Giunta, the curriculum, is organic, and gives leeway to the teacher to be creative. It has been reviewed since its introduction and will be examined again this semester.

The flexibility of the curriculum was apparent from the observations of the classes in session, since the E.S.L. class was using a textbook and the Basic Education class was discussing a selection on quilting as well as its to-be-published class journal. In a past semester, the Basic Education class had developed a cookbook. From student comments about what they had gotten from the courses, however, writing a resume and other skills suggested in the curriculum had been taught.

In the Basic Education class observed, the topics of quilting as a metaphor as well as whether it is a gender-identified activity were animatedly discussed by the fifteen students in the class with the teacher interjecting many interesting aspects of the topics. (A selection on quilting had been read earlier.) The class also discussed the journal they were engaged in producing; the day's lab time was to be spent in writing for the journal.

The Basic Education teacher's statement of goals was consonant with the goals described by Dr. Giunta: "The students think they're coming just for the computer; it's up to the teacher to motivate them and to reinforce the importance of literacy and language via the computer. The curriculum is reading, listening, writing. The computer is a very valuable tool for such things as correct spelling, punctuation, making editing easier, and it's less tedious when you're trying to be creative; it's a pen, a pencil, a dictionary, a page turner, but it won't write for you."

The E.S.L. class which was observed was structured around the class text, The Immigrant Experience (Prentice-Hall), with students reading aloud and answering questions written in the text. The teacher called upon all the students, seated in a semi-circle. According to the E.S.L. teacher, the book was not the one that had been supplied by the Board of Education, which selects Side by Side and Line by Line. (Both by Stephen Molinsky and Bill Blass, Prentice-Hall, 1983.) These texts were not appropriate and not useful, according to the teacher. Instead, she ordered this current text and the program bought it. She put in a strong plea for more teacher input into the selection of the E.S.L. materials.

She was also concerned with the implications for instruction of the variety of language needs of the students and felt that it would have been of great help to have had a profile of the students in advance. She also reported that in her class, the socialization was strong, with a good deal of student interaction. Students were "incredibly willing to help each other--the advanced working with the beginners."

B. Supports to Instruction

1. Attendance and Dropout Follow-up

By their own choice, faculty members call students after a second absence. On occasion, students have written to say they were dropping out.

2. Counseling Component

There is no formal structure for student counseling. Informally, according to the program director, there is a very strong counseling component in the relationships between the students and the teachers. A student with a problem talks to the teacher or to a member of the administrative staff who will rectify the problem.

3. Staff Development

Supervision of faculty is on-going and informal. Dr. Giunta makes a point of seeing each teacher every week. Rather than having formal observations, he visits and observes classes informally, noting particularly the interactions of students and teachers. Lesson plans are not currently required, but will be next semester. At the end of the semester, teachers turn in an evaluation of the class, with materials such as samples of students' work, as well as a writeup of what was accomplished and what was needed.

Orientation of new faculty has occurred when a new E.S.L. or Basic Education teacher needs to learn about the computer. In those cases, the teacher comes in on his or her own time, prior to the start of the semester, and is oriented by computer lab personnel.

On-going staff development has been mostly informal, although two formal group meetings were held and this semester, a meeting is planned for the close of the school year. Informally, teachers talk at lunch and during the times they are paired in the lab, and there may be pre-breakfast meetings.

The teachers are paid for four hours and teach for three--the other hour is for time spent in curriculum development and meetings. Next year the number of formal meetings will be increased.

PART II -- PROGRAM IMPACT

This is an example of a program that uses a broad approach to workplace literacy. The curriculum and assessment procedures emanate from a rationale that conceives of language acquisition as a natural process of development in which the student is an active participant. Reading, writing, listening, and speaking are viewed as related rather than as discrete processes. Thus, the acquisition of language represents the fruit of all these processes working in concert. This conceptualization underlies the activities of each class session. A typical period includes student-centered topical discussions based on reading material from numerous sources (newspapers, magazines, book excerpts, etc.). Themes are then developed during the computer session, which is an integral element of the course. This computer component differentiates the program from others offered by the Consortium by its emphasis upon the computer as a nuturing medium for the development of literacy skills. Students learn word processing as well as operating skills for use of the computer and its peripherals, including keyboard, monitor, disk drive and printer. The word processor is considered a key factor in developing writing ability. The program overview refers to the following advantages of using the word processor that are frequently cited in the literature:

1. Students can quickly express their ideas in writing.
2. Students can easily edit their written ideas, moving and saving bits of information.
3. Students can see how a text would look as a finished product and can easily change formats.
4. Students can increase collaborative writing efforts.
5. Students can increase their tolerance for errors and writing problems.
6. Students can be encouraged and motivated to write more.
7. Students can keep copies of their writing activities on disk. In addition, teachers and schools can keep a permanent record on disk of a student's writing process.
8. Students with penmanship problems can be encouraged to write, and their writing can be read by others.
9. Students can be encouraged to expand their computer literacy beyond word-processing.
10. Students can be encouraged to write beyond what is assigned in class.

I. EVALUATION PROCEDURES AND MEASURES

Current procedure is based on written work, teacher evaluations, and records. In addition, the pilot self-report instrument was used to get student feed-back.

A. Pre Measures

In keeping with the philosophy underlying the program, no standardized objective measures were administered for the purpose of comparing pre-post changes in performance of specific literacy skills, such as reading comprehension, and vocabulary. However, writing samples produced at the beginning of the course will be compared with those at the end of the session. This comparison will be made during the forthcoming months when teachers have completed their records. (At the time of this report, the semester had just ended.) The specific details of analysis have not been defined but the general categories include syntax, grammar, vocabulary development, usage, clarity of expression. A rating scale from 1 to 5 is being considered (worse, no change, slight improvement, much improvement, great improvement). To establish reliability, five people will probably act as readers. The director intends to review the literature before making a final decision about specific details of analysis.

B. Course Evaluation

1. Weekly evaluation of written work. Computer executed work is evaluated each week by the instructor. The procedure is for the student to type a draft first, have the teacher suggest revisions, and then make a final copy based on the instructor's comments. The writing themes are based on the topic discussed in the preceding literacy component of the course and have been based on such diverse subject matter as AIDS, divorce, sexual harrassment on the job, business letters, and resumes.

One of the teachers used "Dear Abby" as a format to encourage the sharing and expression of personal feelings, an important class goal. The students assumed the "Abby" role and wrote letters of advice on a wide area of concerns characteristic of different age groups (teen-age pregnancy, caring for the elderly) and family members (battered women, infanticide, wives seeking independence). Letters not only provide opportunity to express feelings by using written language as a tool, but also were exercises for practicing formal conventions of writing, e.g., grammar, spelling, format, syntax.

Additionally, students expanded their data-base of information sources and options through peer and teacher input.

2. Teacher Observations. According to one of the teachers of the literacy class components, there were several areas where the course seemed to have had an impact. One was regarding self-concept. Some of the students were filled with self-doubt which was expressed in oral discussion as well as in some of the writings. One of the students had been afraid to start class for fear of being "too old" and "too stupid." However, the

supportive intimate milieu deliberately fostered by the teacher, where students counseled and encouraged each other, helped dissipate the fears. The student grew more assertive as the course progressed and expressed how much she looked forward to each class because of the confidence and courage it gave her to explore change.

Another obervation made by this teacher was that the course changed perceptions about writing. Most of the students had not perceived of themselves as writers. Many of the initial essays were comprised of only several sentences. As the students learned to use writing as a tool for communication, they began to think of themselves as writers. Weekly assignments began to grow longer until they reached at least page-long essays. One student became so motivated that she started to write a play about her life as a battered woman. Each week she added something to it and brought it to class for discussion.

Not only did the quantity of written material grow, but the effectiveness of the course was reflected in quality as well. According to the teacher, there was discernible progress in formal elements of writing such as, grammar, punctuation, syntax, and word usage. Compared to earlier efforts, later work demonstrated a better grasp of complete sentences, use of tense, pronouns, prepositions, periods, and capitals. Other language skills also improved. Oral reading grew more fluent, and richer and more varied vocabulary was used in speaking.

The effect of the program's typing component on writing was evident in final drafts of written work. A weekly procedure was to revise first drafts based on teacher feedback. Most of the students were able to submit perfect final drafts by the end of the semester. This accomplishment represents a summation of several competencies. It includes skill in keyboard use, knowledge of word processing, and control over storage, retrieval and print operations.

In the preceding session, one of the classes used the word processor to produce a compilation of International Recipes based on student submissions. It was offered as a concrete application of principles learned in the program. The compilation was illustrated by one of the students and is comprised of recipes from various parts of the world, including the U.S.A., Liberia, Mexico, India, Haiti, and other Caribbean Islands. The recipes are representative of the cultural heritage of the students or favorite dishes cooked for friends.

3. Student Feedback. This was also a means of assessing course impact. Student comments were solicited regarding ways the program could be improved. Letters were written to the director with suggestions. There were a number of requests for extension of the program's hours, a typing course, an advanced computer course, and a G.E.D. program. Exposure to several software programs was also requested. Several students recommended field trips to computer centers and cultural centers, such as, museums and Lincoln Center. These reactions suggest that not only was the course well received, but an important course outcome was the stimulating and widening of intellectual interests.

C. Post Measures

Post-course measures of impact included records regarding retention rate and enrollment figures for the Fall '88 course, and final teacher evaluations (not yet complete at the time of this report).

1. Attendance/retention rate. The rate of retention, based on attendance of initial and final class (80 and 70, respectively) was 87.5%. This compares very favorably with the 60% rate cited by the U.S. Department of Education (1983) for State-administered Adult Education programs.* The 87.5% rate is all the more favorable if scheduling is taken into consideration. The class met on Saturday morning which conflicted with the job schedules of some of the students.

2. New Enrollment. At the time of this report the final number of applicants for the Fall class is not yet complete. Thus far, approximately 100 new applicants have applied although the program can only accommodate 80. Only new students are being accepted.

Another indication that the program was well received was in the number of Fall 1987 students who wanted to continue. The stipulation that enrollment be restricted to new students only has been made clear; nevertheless up to ten former students managed to become enrolled before discovery. This would strongly suggest that program impact has been very positive.

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*McGrail, J. Adult Illiterates and Adult Literacy Programs: A Summary of Descriptive Data. San Francisco, CA: Far West Lab for Educational Research and Development; Andover, MA: Network of Innovative Schools, 1984.

II. ISSUES

A. Placement

One source of difficulty is the inability to group students more effectively according to literacy ability. This is partially due to insufficient information used to place students initially, and also to the logistics of the program. Initial placement takes place during the intake procedure. It is based on student self-report information on the enrollment application and also on the responses to a telephone interview conduct by the assistant to the director. The student is assigned to Basic Education or E.S.L. class with or without keyboarding depending upon the information given. During the telephone interview, the student is often reluctant to respond or respond accurately to questions which may appear threatening, particulary if the applicant has had little opportunity for schooling. Consequently, not too many questions can be asked.

Another source of placement difficulty stems from the logistics of the program. This is mainly due to the fact that there are only four classes, and enrollment for each class is restricted to the number of computers per class. Each of the four classes in the program has 20 computers. Consequently, the class size and number of classes interfere with homogeneous class grouping because of the unequal number of students at different levels of ability. This poses a formidable problem for grouping purposes. Even if better means were used to group students more accurately, it would not over-ride the restriction of number and class size, which is a major source of grouping difficulty.

B. Class schedule

Another area of concern is the scheduling of classes during the day on Saturday. Sometimes students have to work on that day which creates a conflict. Having the classes meet in the evening during a week-night would be a solution if space were available.

III. FUTURE ASSESSMENT PLANS

To address some of these issues, particularly that of homogeneous grouping, the possibility of enlarging the program is being considered. In addition, to facilitate more accurate placement, pre-testing with standardized measures may be used. For the placement of E.S.L. students, one day during the initial intake may be set aside for individual testing. Important decisions regarding the appropriate measures have yet to be made.

There is also a proposal for an optional Saturday workshop which would take place informally before the session officially began. This would give students an opportunity to learn keyboarding so that they could concentrate on more important aspects of the program when class began.

IV. SUMMARY COMMENTS

The above description presents evidence of how successful the program has been. Its impact has been not only on specific aspects of language acquisition, but also on constructs such as self-esteem and intellectual curiosity, which sustain and energize the learning process. The staff and students have good reason to be proud of their accomplishments.

If evidence based on quantitative assessment is desired, perhaps some consideration might be given to using one of the quantitative measures for evaluation of writing described by Isaason in his article "Assessing the Writing Product: Qualitative and Quantitative Measures" (Exceptional Children, April 1988). The article describes a quantitative procedure for each of the five principle components of written language: fluency; content; conventions; syntax; and vocabulary. One or more of these components could be the basis for pre-and post-testing. The pre-test results could serve the dual purpose of initial placement and final comparison with post-test results. The choice of writing component(s), of course, would depend on program rationale, target population and course objectives. Once established, such a quantitative tool, based on in-house specifications, might have advantages in terms of reliability and economy of time and effort.

CASE STUDY 2
CONSORTIUM HOME CARE INSTITUTE

A Program of the Consortium for Worker Education for Members of the American Federation of State, County, and Municipal Employees Union District Council 1707 and The Health and Hospital Workers Union District Council 1199

PART I

The following program description is based on interviews with the Institute's administrator, Yolanda Nelson; the literacy teacher, Susan Palau; the E.S.L. teacher, Roberta Cantow; the two training counselors, Roni Ramos and Leslie Goldfarb (affiliated with the home care training agency, Healthwise); and two students, one in the literacy class and one in the E.S.L. class. In addition, observations were made of a literacy and home care class in session, and intake applications and other student records, as well as tests and curriculum materials were examined. Interviews were also conducted with Francine Boren for background on this and other Consortium workplace literacy programs, and with Ronald Berkman, Project Director (telephone interview).

The information was gathered during the months of April, May, and June 1988. Site visits were made on June 2, June 3, and June 9, 1988.

I. INSTITUTIONAL SPONSORSHIP AND BACKGROUND

The Institute is sponsored by the Consortium for Worker Education Workplace Literacy Project in conjunction with District Council 1707 and Local 1199. It was begun in February 1988 and classes have been operating in two week cycles since March 14, 1988. The grant for the workplace literacy program was written by Ron Berkman (CUNY Center for Workplace Literacy). Aspects of District Council 1707's Enhancement Program are integrated into the program's curriculum and structure.

Before designing the program, a survey was conducted among home care workers for their opinions about what should be improved with respect to their situations. Results highlighted the fact that the home care jobs were perceived as dead-end; there was no career ladder. Moreover, New York State Personal Care Worker, Level II certification for home care workers, recently instituted, was based on a series of performance and written tests. However, a significant number of experienced home care workers were unable to pass the written tests, which was also the case with a number of new prospective home care applicants. Various agencies had instituted preparatory programs for the examinations, but these were severely limited--generally two days to one week for a total of forty hours. Such programs were helpful mainly to workers who were already fairly adept in examination situations. The Consortium program was therefore designed to provide greater program duration and intensity, well as to offer opportunities for career development.

Originally planned as a 74 hour, 2½ week program, it was cut back to two weeks, with the same 74 hours, to accommodate the home care agencies. These had found the 2½ weeks too long a period for the workers to be away from their jobs. At the time of report preparation, the fourth two-week cycle had just been completed.

II. PROGRAM GOALS

The specific workplace literacy program goals, as indentified by the administrator, are:

- To train and certify new and experienced home care workers.
- To provide educational career counseling and to motivate the students to continue their education by making them aware of the various opportunities available to them through the sponsoring union.
- To help develop the basic skills that the students need for the work-place, i.e., the English language, general communication skills, and such reading specific skills as, for example, word attack, reading comprehension, and vocabulary building.
- To provide an academic support program for the afternoon classes in practical home care skills.
- To boost achievement on daily certification examinations.

According to the program director, the teachers in the program have brought their expertise and experience to help develop these goals. Indeed, as evidenced by the statements, deportment, and reactions of the staff and students, a shared interest in the program's goals appears to permeate the everyday operations.

III. PROGRAM SCOPE AND DESIGN

A. Personnel

1. Yolanda Nelson: Program Director, with a background in Counseling in Higher Education. Responsibilities--in addition to communication with the union, the Consortium, and the staff--include the active counseling of students, student recruitment, and referral agency contacts. She brings a good deal of her counseling background to bear in her work with students and in setting up a professional atmosphere of relaxed, respectful interaction.

2. Hyacinthe Gordon: Assistant to the director. Formerly a student in the program, she is very much involved in day-to-day operations. She assists the director in counseling and intake, the teachers by providing materials for them and their students, and the students

by conducting review sessions for makeup tests, as well as by proctoring the tests themselves.

3. Susan Palau: Literacy teacher. Experienced in literacy, learning disabilities, and adult education.

4. Roberta Cantow: E.S.L. teacher. Experienced in E.S.L. and adult education.

5. Fay Cohen, Leslie Goldfarb and Roni Ramos: registered nurses, all experienced in home care training. The latter two are affiliated with the health care training organization, Healthwise. Joyce Hammond, an acupuncturist, with advanced study in health care, is the fourth instructor in the home care component.

6. Ronald Berkman: Project Director for the grant under which the program operates.

B. Structure and Schedule

Each cycle runs for two weeks, five days a week, from 9:00 a.m. to 5:00 p.m. each day, with lunch and other breaks, for a total of 74 hours. On the Monday following the completion of each cycle, a graduation is held to which students bring home-cooked foods for a celebration party.

The daily schedule is fixed. From 9:00 to 11:00 a.m. is spent in language learning, specifically, the language pertinent to the home care topic of the day. Those adequately English-speaking, as indicated by the intake John test, meet with the English literacy teacher, while those with limited English meet with the E.S.L. teacher.

From 11 o'clock on, the day is focused on the theory and practice of home care, with literacy and E.S.L. students joined in the same class. In the current cycle, because the number of students is small, the two training counselors team-teach the class as a whole. The modules are taught by different members of the home care instruction team, depending upon the subject of the particular module.

In earlier cycles, with 22 students, the group was halved, designed so that both E.S.L. and literacy students mingled in each of the two afternoon classes.

During the home care hours, there are many opportunities for the students to carry out and practice the activities that are taught, as well as to use the language content stressed during the 9:00 to 11:00 a.m. session.

Finally, each day there are examinations, both paper and pencil and performance, based on the module content of the day.

C. Recruitment

Recruitment efforts have included contact with home care employment agencies; notices in union, public, and local newspapers; flyers; and word-of-mouth by alumni of the program.

Further efforts at establishing and maintaining contacts with referral agencies are now being made by Ms. Nelson, in light of the drop in enrollment during the fourth cycle (from twenty-two to fifteen students). She is visiting agencies personally and plans to nurture relationships with them. Such efforts give promise of being fruitful. A survey of fourteen of the students in the fourth cycle reveals that four came because of personal contacts, one was referred by Local 1199, and nine were referred by a variety of agencies.

D. Entry Requirements

There are only two consistent entry requirements. One is the ability to read and write, since passing written examinations is vital to certification. Those who are unable to read to even a relatively minimal degree are referred to other literacy programs. The other requirement is the ability to speak some English. A reason for refusal into the program is total inability to speak English, which would block necessary communication.

Neither home care work experience nor any specific academic credentials are required. Orginally, union membership was set up as a requirement, but union members' family and other individuals showed interest in the program and have been accepted as well.

E. Intake Procedures

1. An interview with the administrator and the home care trainers is set up, for orientation, as well as to screen applicants by means of a photo identification and an agency or personal referral.

2. Tests are given: the John test to determine English language ability where there is a question, and for assignment to either the literacy or the E.S.L. classes, as well as a simple, though practical, word list test, to estimate the reading grade level equivalent.

IV. SITE

The program is housed in the Voorhees Technical High School at 450 West 41st Street. Several classrooms and a small complex of offices are set aside for the program. The building is old and there were dismaying construction noises coming in through the open windows, as well as a faulty air conditioner. However, aside from the noise, the literacy classroom, was roomy, light, and spacious. The chairs were movable college-type armchairs, and there was a full-size, well-placed blackboard.

The room in which the practical training takes place--for longer periods of time--is less pleasant; it is windowless, with a closed-in feeling.

V. STUDENT DEMOGRAPHICS

A. Number of Students

A total of 70 students have passed through the four completed cycles of the program. In sequence, these number eleven, twenty-two, twenty-two, and fifteen. Of the current cycle of fifteen, nine are in the literacy and six in the E.S.L. classes.

B. Home Care Experiential Background

Most of the students have home care experience, either formal or informal (e.g., cared for a sick relative and now want to be certified). Individual backgrounds vary. Thus, some are retirees, who have had home care work experience and need additional income because Social Security allotments are insufficient. One student has a Masters degree but had had an accident and is now seeking a new line of work. Another is a former teacher suffering from burnout who would now like to work with older persons. An eighteen-year-old wanted to go into the health field and saw this as an opportunity to see what the field is like. These varied backgrounds add to the richness of the social and communication climate of the program. They also challenge the teachers' ability to address the students' different conceptual frameworks.

C. Age

The age range in the most recent cycle was from twenty-two to sixty-five, skewed towards the 40s and 50s. This is typical of the other cycles' students.

D. Gender

Most students are female. Only five of the seventy-two thus far have been male. Three of these five were in the last cycle. It is too soon to tell whether this indicates a new trend.

E. Ethnicity

About half the students come from Latin America and the Caribbean: Haiti, Guyana, Jamaica, Honduras, for example. The other students are native born Americans, often from the South.

F. Schooling

Most have completed at least sixth grade, although several have not gone beyond the fourth grade.

G. Union Affiliation

As noted above in the section on recruitment, not all students are union members. For some students, however, the experience here has rekindled interest in the union, including the opportunities it offers for attending other classes subsequent to graduation from the Home Care Institute.

H. Reading Ability

Based on the word list test administered to each student at the start of the program, the students' apparent instructional reading levels (the levels, that is, at which the students would have some difficulty reading independently) range from below first grade (or preprimer) through at least the eighth grade--the top of the test. Two students, both from English-speaking countries, were at the preprimer level. The bulk were between third and sixth grade reading levels.

That there is need for literacy instruction for most of these students is beyond question, as the program staff is keenly aware. The administrator noted that plans are now underway to try to articulate literacy instruction opportunities both pre-entry and post-graduation. Closer contact and counseling with the students have brought the literacy needs into clearer focus.

VI. STUDENTS MOTIVATIONS FOR TAKING THE COURSE AND HOW THEY ARE ADDRESSED

The students expect to pass the test and acquire personal care worker certificates. The two students who were interviewed, indeed, mentioned only the certificate when questioned about their program goals. This is not surprising in light of the fact that for the first four cycles there was no prior concrete indication that literacy or other components might be part of the program. A new flyer that is now being circulated lists "academic support" and "educational and job placement assistance" as features of the program, and it may be assumed that new applicants will be more aware of them.

The two students did, however, mention in passing how useful the reading techniques that were taught were proving to be. They also volunteered references to their own long range goals of educational and occupational advancement.

The program certainly addresses the test-taking expectation by its intense focus on the specific test content throughout the day as well as by providing reviews and retests for those who do not pass the first time. "Academic support" is provided in these ways currently as well, while the strong counseling component includes apprising the students of educational opportunities. One student, who made a point of the fact that information about other opportunities had already been relayed, was looking forward to investigating them. This student also mentioned starting to pick up short novels and other reading material at home--the reading practice in the program had been helpful--and the pages at home were "flipping over faster."

VII. INSTRUCTIONAL FEATURES

A. Curriculum and Instruction

As indicated above, the press of the daily written examinations strongly influences the structure and curriculum of the Home Care Institute. The exams, directly related to the mandated state modules, consist of fourteen written tests, in true-false and multiple choice modes, of which at least twelve must be passed, as well as twelve performance tests, of which at least six must be passed.

It is to the credit of the training counselors and the entire staff that coordinated efforts were made within the confines of the two week slot to help students prepare for both the written test, in which literacy ability comes to the fore, and for the practical home care performance tests.

In the three cycles completed, there were a small number of failures. In Cycle 1, one student failed; in Cycle 2, two students failed, but both came back for the next cycle; and in Cycle 3, three students failed, of whom one student is currently sitting in on the next cycle.

The examinations are available in English, Spanish, or French, and students may choose the language in which to be tested. In the most recent cycle, all the E.S.L. students were from Haiti, and spoke Creole and all but one preferred to take the English rather than the French versions of the tests.

In both the literacy and the E.S.L. classes, instruction is based on the twelve modules set forth in the Home Care Core Curriculum Training Manual and the Literacy Curriculum for Home Health Assistants, patterned on the twelve topics of the examinations. These modules were developed at SUNY Buffalo under contract with the New York State Department of Social Services. Each focuses on a topic, such as "Introduction to Home Care," "Working Effectively with Home Care Client," "Home Safety and Accident Prevention," "Food, Nutrition, and Meal Preparation," "Family Spending and Budgeting," "Working with the Mentally Ill," among others.

The literacy and E.S.L. teachers scrutinize the modules and the tests, picking out key words and terms that they believe might cause students difficulty. These words are studied carefully in the morning.

On the day of this observer's visit to the literacy class, the module being used was, "Working With the Mentally Ill." Terms like "treatment," "depressed," "phobia," "paranoia," "anxiety," "abnormal," "irrational," and "hereditary," were presented and discussed. Definitions and the relating of experiences to the meanings of the words were elicited from the students. The words were written on the blackboard and students were encouraged to write them, as well

as the meanings that had been listed. These words were also used to review techniques of word identification. As they were listed, the teacher worked with the class to determine how to apply to them a variety of previously learned techniques of decoding and syllabication.

Other reading activities that take place in the literacy class include writing sentences and reading from the modules. At one time, students each received copies of the modules to take home and study. Because of a breakdown in duplication resources, the students no longer receive them.

The E.S.L. class, too, focuses on key home-care-related vocabulary, but within an E.S.L. instructional mode which provides insight into grammatical and other structures of English. Experiences with writing and correcting sentences, role-playing social situations, and hearing English read aloud, are among the varied techniques used to foster reading, thinking, speaking and writing in English, as described by the E.S.L. teacher.

Instructional activities in the two morning classes also include breaking up the group into pairs and small groups to discuss the module content, as well as to give practice in general language communication. A good deal of variety and appeal are set forth in the manuals, although the teachers devise additional instruction to emphasize or practice specific aspects when they feel it necessary.

Unfortunately, according to both teachers, the readability level of the modules and the written tests were both initially too high for the majority of students. Permission to modify the language, though not the concepts, of the tests was obtained from the Department of Social Services and they are easier now. Staff members agree that not only are the manuals and their modules too massive for the time allotted, but that their language remains too advanced, with gratuitiously difficult idioms interspersed as well. An example, from Module X, p. 19, is "Jessie started clearing Mrs. Elliott's house with a vengeance." Modification would be most helpful here, but a great deal of collaborative work would be required to do so. Two students interviewed, however, expressed satisfaction with the modules as they were.

B. Supports to Instruction

1. Attendance and Dropout Provisions

Each student is reimbursed $7.00 a day for carfare and lunch. As the reimbursement arrives after the course is completed, attendance may entail some degree of hardship for a number of students. Attendance figures, however, are excellent, far better than the average for adult education programs.

When a student is absent, there is follow-up in the form of a phone call to the student's home.

2. Counseling Component

Each student is seen individually at intake by both Ms. Nelson and the training counselors for screening and discussion about the program. During the course, Friday afternoons are set aside for individual appointments with Ms. Nelson, to discuss the student's future plans in light of his/her background. In addition, centralized housing of the program has made it easy to have on-the-spot contacts in case problems arise. Records are kept of each contact in the form of a Counselor's Contact Sheet.

At the close of the program, there is a wrap-up group counseling session. According to Ms. Nelson, who provides most of the counseling, the approach taken is open and realistic. Opportunities are pointed out and information is provided about possible avenues to follow.

3. Staff Development

The basis for selection of the E.S.L. and literacy teachers was referral by Francine Boren and Ronald Berkman, guided by the needs of the students.

Until now, the staff members have been working together informally, with the curriculum manuals serving a major unifying function. Moreover, the centralized housing noted above is very helpful for the day-to-day contact among all the staff members, who can deal on the spot with questions that arise. Teachers have also called each other at home, especially when the program was starting up. The administrator, however, is eager to institute formal staff development structures. Such structures, with an emphasis on ways to fit the literacy component into the short block of available time, should be extremely useful.

For supervision, at the start of each cycle, Ms. Nelson and each teacher have an individual meeting, to discuss the progress of the past cycle as well as ways to improve. Teachers also submit individual reports on each student.

Ms. Nelson expressed satisfaction with the members of the staff, hoping that they would all remain with the program. The other staff members, individually, also expressed satisfaction with each other's professionalism, noting the sincere caring about the students on the parts of "all" the staff members.

VIII. SUMMARY COMMENTS

Although the program is a new one, the short duration of each cycle gives an opportunity to evaluate several cycles. Since the vendor agencies' time constraints weigh heavily on what has been a program of good will and great diligence by all concerned, the administrator's approach of looking toward literacy resources available before and after the home science course may be the best direction to go. The pre-course resources could help in the screening of students for literacy/language. They could also be used to bring up the literacy abilities of prospective students by providing literacy instruction of longer duration. The program itself might then serve as a way station for identifying, through the literacy and E.S.L. components, those students whose literacy and language levels are perhaps good enough to pass the tests, but need the up-grading that subsequent lengthier programs could provide.

PART II -- PROGRAM IMPACT

This program is an example of workplace literacy which is specifically geared to helping workers fulfill occupational requirements decreed by law. The target population, many of whom are experienced workers, must meet occupational requirements to continue working or to gain needed employment. The literacy emphasis, therefore, is upon teaching specific terminology and strategies to meet these requirements.

I. EVALUATION PROCEDURES AND MEASURES

Measures which have been used thus far include pre-tests, regular examinations, post-measures, and the student self-report form.

A. Pre-test measures

These instruments are placement tools to assign students to either E.S.L. or Basic Education components of the course, rather than tools for comparing pre-and-post performance. They include:

1. Reading component of the TABE (Test of Adult Basic Education) Level E (easiest). The TABE is a standardized multiple choice test which is group administered. It measures both vocabulary and reading comprehension. Forty multiple choice items make up the vocabulary section (20 items tests the ability to match a word read aloud by the teacher with its written counterpart; 20 items tap definitions of words in context). The comprehension section consists of 45 items (5 items testing the ability to alphabatize; 40 questions tapping comprehension of short passages).

The TABE test was used as a placement measure only for the first cycle of students. Use of the test was was discontinued because the format was much too difficult for many of the students who had had little exposure or no recent exposure to standardized test-taking. The confusion created by tasks peripheral to the test (follow directions, using a separate answer sheet, locating the right space for the answer) made administration too time consuming for the purpose of the test. The instrument was being used to place students in the E.S.L. and Basic Education literacy components of the course rather than as a measure for comparing pre-post reading preformance. Because of the two-week duration of the cycle, it is unlikely that this instrument could indicate any reliable reading performance change. A graded word list was substituted for the TABE because it both served the purpose of placement and had a simple format that the student could manage.

2. Graded Word List. This is similar to the Dolch list of words and is divided into graded levels of 20 words each. The levels range from pre-primer through Grade 12+. It is individually administered to the student who is requested to read the item aloud.

Most of the students were given placement tests during the initial intake. However, in some cases this could not be done because of late enrollment which abbreviated the intake procedures.

The results of the reading placement measures (TABE and Word List combined) based on fifty-nine students are as follows: The range of reading levels was from Pre-primer through grade 12+; the average was approximately grade 5; the median approximately grade 4.

3. The John Test. This is a tool to evaluate oral proficiency for E.S.L. placement. It is individually administered and is comprised of seven pictures which serve as test items for oral evaluation. The test consists of three parts, each measuring an aspect of oral language. The first section is comprised of twenty-one questions asked by the teacher to measure picture comprehension; the second section taps fluency, structure, pronunciation, and vocabulary by having the student comment about the pictures. The third section is a measure of the student's ability to ask questions. It consists of nine questions which the student is requested to ask based on directions from the teacher, e.g., teacher instructs the student to ask for the address of someone in one of the pictures. The range of score is two (non-speaker) to 100 (native speaker). The scores are divided into four levels of proficiency: Levels 1 + 2 (beginners); Level 3 (intermediate); Level 4 (advanced).

This test was given where there was a question of English proficiency. The results, based on nineteen students are as follows: the range of John test scores was from Level 1 (beginners) through Level 4 (advanced). Most of the students were between advanced beginner and intermediate levels of oral proficiency.

B. Course Evaluation

1. Daily objective examinations (true-false, multiple-choice format) based on New York State Department of Social Services' Home Care curriculum described in Part I of this case study.

2. Performance Evaluations. Students were judged in regard to how well they performed health care tasks set by the Home Care Corps. curriculum. Evaluations were based on twelve tasks, such as making beds, making a bed with someone in it, washing hands, brushing teeth, caring for dentures, giving bed baths, transferring someone from a

wheelchair to a bed, from a bed to a wheel chair. To pass the course required acceptable performance on six of the twelve tasks.

Of the seventy students who took the objective and performance examinations for certification, sixty-eight passed, approximately 97%. Included in this number are eleven students who were certified after retaking modules initially.

3. Teacher Observations. These observations were in regard to specific literacy skills being taught for successful course completion and certification. Reading comprehension of typical test questions in paraphrased form, vocabulary specific to course and test content, and test-taking strategies were emphasized. Strategies were taught for answering true-false, and multiple choice test items. Students were alerted to watch for key words ("all", "some", "except", etc.), to formulate an answer before reading the options, to make sure the questions were understood, to read all the options, etc.

The literacy teacher interviewed felt that two-week sessions were too short to allow appreciable indications of progress in general literacy skills. She did observe, however, that some of the students who had been very reticent to speak at the outset began to participate more actively in class discussion and to answer questions more frequently and more completely. The teacher attributed this to growth in confidence as well as learning the specific material being taught. Additionally, oral reading grew somewhat smoother. There was noticeable improvement in handling the mechanics of paper-pencil tests e.g., following directions, and placement of answers. Although the teacher thought that standardized tests with separate answer sheets such as the TABE remain a formidable task for the students, she thought that they could handle examinations similar in format to the course tests, which do not have a separate answer sheet.

C. Post Measures

1. Attendance records upon which retention rates were calculated. There were seventy-two people enrolled in the four cycles, seventy completed the course, and two dropped out. The retention rate based on the number who completed and the number who enrolled was approximately 97%, which far exceeds the 60% rate cited by the U.S. Department of Education for this type of program.

2. Job Placement. At the time of report preparation, fifty-one graduates went back to work for the agencies which had sent them; two are not working in the field, and fifteen have been referred to agencies for placement by the program's director. Because of supporting information required by the various employment agencies for new applicants before placing them, final placement information will take time to devlop.

3. Student written reactions. At the end of each cycle, the students as a group are asked to express their reactions to the program. This is initially done through discussion where the director attempts to focus reaction on such topics, as ways the program could be improved, feelings about the program, what the students get out of it, how it helped on the job, etc. The students are then asked to write a paragraph expressing their reaction to the program. A frequent comment written was praise for the high quality of instruction and appreciation for the friendly, supportive atmosphere created by a sympathetic staff. Other positive comments made about the program's contribution included helpful learning about job skills, good home care backgound for needs of the elderly and other people who needed care, job and educational opportunities, and confidence to enter the work field. Negative comments were in regard to the quantity of material that had to be absorbed in so short a period, and physical aspects of the program, e.g., the school's location, and the classroom being too hot.

4. Enrollment in other courses. Although follow-up information regarding graduates is incomplete, thus far, seven students from this program are known to have enrolled in the summer Basic Education course offered by this union. The director feels that this information is a concrete demonstration of the progrm's impact on participants' awareness of literacy. A primary program goal has been to promote the values of education and to advise students regarding existing opportunities.

II. ISSUES

Some problems related to evaluating, in literacy terms, a course of such a nature arise from the short duration of each cycle, the heterogeneity of the students, the amount and readability level of the course material, recruitment procedures, and the difficulty in obtaining follow-up information.

1. Short-duration of cycle. The two-week session precluded using customary standardized measures for evaluating pre-post performance changes in literacy skills. These tools are appropriate for much longer period of time. To be able to measure the program's literacy impact requires the identification of tools that would be appropriate for such a short period of time. However, before this can be done, the variables need to be agreed upon and to be defined.

In addition, the amount of course material upon which tests are based is too much for many of the students to learn in a two-week period of instruction. There are sixteen manuals, each approximately eighty or more pages.

2. Heterogeneous population and nature of course materials. The complexity of the language of the course material, including manuals and tests, has been difficult for many students. The Department of Social Services, therefore, has granted permission for teacher modification of the language on the examinations. Nevertheless, adapting course materials and tests to accommodate a population which to date has been very heterogeneous in regard to reading level (pre-primer through Grade 12+), constitutes a major challenge.

The heterogeneity of the group also compounds the difficulty in finding appropriate measures of literacy that would not be too time consuming for a two-week period of instruction.

3. Recruitment. Home Care employment agencies have been a primary source for recruitment. However, enrollment for the fourth cycle dropped to fifteen students, not because of the program, but because of practical considerations confronting the agencies. Agencies were reluctant to send students who were working, though not certified, until replacements could be found. As a result, only ten students had enrolled before the program began. The fact that some of the students enrolled after class had started made placement testing difficult, particularly in view of the two-week timetable.

4. Follow-up reports. Because the program is new, follow-up procedures have not been fully developed. It is a recommendation of this report that information be gathered regarding job status (employment, upgrading, change in occupation, raises) and educational pursuits (additional courses, degrees).

III. FUTURE ASSESSMENT PLANS

Steps to deal with some of the foregoing issues have already been taken. An in-service conference is planned which will not only offer professional support, but also provide opportunity for obtaining follow-up information. Recruitment efforts, independent of agencies, has become greater. The program is being advertised by flyers, in union as well as local newspapers, and by former students. At the same time an effort is being made to promote a closer relationship with the employment agencies by more frequent and personal contact. In addition, a database is being planned so that records can be systematized for continuity and for easy retrieval by staff.

IV. SUMMARY COMMENTS

1. The short duration of the cycle constitutes a formidable challenge for evaluating the program's impact on generic literacy. One suggestion might be to adapt some of the classroom emphases into paper-pencil measures. For example, much instruction is concerned with teaching vocabulary specific to the curriculum modules and examinations. This is done through general discussion and relating personal experiences to vocabulary definitions. If the staff could make a short list of words with several definitions which can be used in generic settings, (e.g., "depression", "terminal"), they might be the basis for a very short pre-post measure of generic literacy.

2. The heterogeneity of the population makes it difficult for the course materials to be suitable for all backgrounds. Once the program has had more time to operate, perhaps clear profiles will emerge of several types of students served by this program. Since the Department of Social Services is responsible for developing the manuals accompanying the course, steps might be initiated to create several versions.

The fact that so much has been accomplished in so little time is a tribute to a dedicated staff with professional expertise and genuine empathy for home care workers.

CASE STUDY 3
SUPERVISOR OF CARETAKERS AND
NEW YORK CITY HOUSING AUTHORITY SUPERINTENDENT

Courses Offered by Teamsters Local 237 in its Workplace Literacy Program

PART I

The following description is based on interviews with Shirley V. Edwards, Director; Charles Green, Language Arts Teacher; and two students. A language arts class was observed in session and relevant instructional and curricular materials were examined. An interview was also held with Francine Boren for background on this and other workplace literacy programs. Site visits were made on June 23 and June 27, 1988.

I. INSTITUTIONAL SPONSORSHIP

The caretakers course has been sponsored by the Teamsters Union and the New York State Department of Education since January 1988. On April 18, 1988, the program gained additional support from the Consortium for Worker Education as a workplace literacy program. The caretakers for whom the course has been developed are the workers responsible for the maintenance of New York City public housing projects.

II. WORKER LITERACY PROGRAM GOALS

According to Ms. Edwards, director of the program, its goals are:

1. To upgrade the job skills and knowledge of the students so that they will be able to pass the New York City civil service examination for Supervisor of Caretakers.
2. To improve any student deficiencies in reading, writing or math.
3. For some students, whose English speaking ability is limited, tutoring in E.S.L. to improve their English.
4. To improve the quality of the workers' lives by providing other kinds of experiences, unrelated to work but related to life skills.

III. PROGRAM SCOPE AND DESIGN

A. Personnel

1. Shirley V. Edwards: Director. Her responsibilities are to coordinate all aspects of the program, including scheduling; staffing and staff development; recruiting students; liaison with other union units and the Consortium; monitoring program activities of students and staff; resource development, including curriculum and workplace literacy materials. Background in English and in Supervision and Administration. She has been with the program since 1985 and has been a teacher at all levels, including adult basic education.

2. Rick Swarthe: Building Supervisor. He assists Ms. Edwards in all aspects of her responsibilities as well as being in charge of the building in which the classes are held. His background includes the teaching of math, social studies and law in a variety of settings, including adult education and college as well as younger levels of students.
3. Harriet Haynes: Staff Developer. She coordinates the articulation between the language arts and technical components--to make sure that the pieces "mesh." Background in supervision. With the program since the 1985-1986 academic year.
4. Nine language arts teachers, recruited and interviewed by the director. All must be licensed to teach in some area and have to have had experience in adult education. Some experience in teaching reading is a plus. In keeping with the program goal of improving the workers' lives by providing other kinds of (non work-related) experiences, it is considered desirable for a teacher to have some kind of talent or interest. The staff is diverse in that respect and includes actors and writers as well as those in other fields.
5. Nine technical teachers, recruited and referred through the New York City Housing Authority. In addition to their having technical knowledge and work experience, each technical teacher has had an individual interview during which the person's background and ability to interact are assessed.
6. Three technical coordinators, for assistance with seeing that the technical component is in place. Background and experience in housing and caretaking.
7. Joanne Burton: Paraprofessional. Her assignment is to be in the classroom, to assist the teacher and help with gathering attendance information and tutoring. (Ms. Edwards indicated that Ms. Burton is so needed and so useful that she has much more to do than one person can handle--more paraprofessionals would be very valuable to the program.)

B. Structure and Schedule

The focus of the course, as is the focus of the other work-related courses of the union, is an upcoming civil service examination. In this case, it is an examination for the position of Caretaker Supervisor. Such examinations are not given on a regular or on any predictable basis. They depend solely on a variety of factors, such as the number of retirements within a job category. As soon as an examination is scheduled, the union makes plans for a series of preparatory cycles of course work. The number of potential students and hence the number of classes necessary is determined by the number of union members who are currently in positions

that provide eligibility for the new position. The number of classes planned is tentative, since an unpredictable number of eligible workers may choose not to attend.

There are nine caretaker classes in the current cycle. The duration of each cycle is determined by the time frame permitted by the date of the examination; cycles are generally six to eight weeks long.

Each of the caretaker classes meet for six hours a week, i.e., two nights a week for three hours between 5:30 and 8:30, on a Monday/Wednesday or a Tuesday/Thursday schedule. The classes are team-taught, so that each component, the technical and the language arts, can be meaningfully integrated. While one teacher leads the class, the other acts as a resource person, and then they exchange roles.

C. Recruitment

Among the methods of recruitment used in the program is a mailing to those names on a computer print-out of union members who are eligible in the announced test's category. This is part of the union's responsibility to keep its members informed about matters pertinent to them.

In addition, there are advertisements in The Chief and in Local 237's newspaper. Also, union shop stewards, who are exceedingly concerned about educational opportunities for their members and fight very hard for these classes, come to ask about classes coming up so that they can announce them at union meetings. They, too, were told about the cycle. Moreover, a round robin communique with information about the upcoming examination was sent to all the housing offices.

D. Entry Requirements

1. Applicants must be currently employed in the correct category for the exam.
2. Membership in the union.
3. Motivation for taking classes to prepare for the exam. (In some cases, workers feel able to prepare for the exam on their own.)
4. No test score levels are required for entry, although testing is done for placement.

E. Intake Procedures

Each of the students is interviewed by one of the three technical coordinators, assisted by Ms. Edwards. The students are asked to write an essay based on their knowledge of the job to which they aspire. In addition, there is a pre-test developed by the particular union that is focused on the requirements of the job.

There is also a group orientation, held between the time of registration and the start of classes. Program expectations of the students are discussed and last bits of data for the students are filled in. Some students withdraw at this point because they realize they may not have all the qualifications, or do not feel they can fulfill the program expectations.

IV. SITE

The classes are held in Washington Irving High School. Classrooms are large enough for the number of students in each class, and have movable furniture--chairs and tables, high school size--which makes it easy for students to work together in small groups. The program office, with the coordinators and other administrative staff on hand is on the premises.

V. DEMOGRAPHICS

A. Number of Students

Three hundred sixteen are enrolled in ten classes. Class sizes range from 26 to 46, with a median of 31.

B. Employment Background

The students are currently employed. The titles of their specific positions vary, but there is little significant difference among them.

C. Ages

The age range is from approximately 21 to the 50s, with the largest number of students approximately 34 to 40 years.

D. Gender

Approximately 10% of the students are female. A number of them are from the "Non-Traditional Jobs for Women Program." According to the director, these women tend to be very bright, with few reading problems.

E. Ethnicity

Approximately 75% Black, 24% Hispanic, 1% Chinese.

F. Schooling

There is no education requirement for taking the course. Most of the students have high school or high school equivalency degrees. Only 35 of the current 316 students registered for the program's 4-5 week summer classes in G.E.D. preparation. Of the two students who were interviewed, one did not have a high school equivalency degree while the other had a diploma from South Carolina.

H. Reading Ability

Informal tests have been given to the students. Formal tests had been planned but were not administered. Results of the informal testing indicated that about 2% of the students have serious reading difficulties (Below 4th grade level, that is). The other students' reading levels range from fourth grade through high school level.

VI. STUDENT MOTIVATIONS AND HOW THEY ARE ADDRESSED

Initially, all the students are motivated soley to pass the examination, but after beginning the program there are different reactions. Some find it difficult to be a student; others become highly motivated to learn; yet others find they need much more help than is available even in the classes.

The students who were interviewed were very pleased with the program. Both were job-motivated rather than language motivated. One expressed this in terms of specific job-related skills acquisition, e.g., learning how to be a supervisor, while the other expressed it in terms of increasing income and generally bettering oneself.

Both said, however, that they had gained from the language arts component. One student, for whom English had been "my very poor subject," said the course helped considerably with respect to vocabulary, reading improvement, grammar rules, and spelling. The student found the teacher to be patient and to explain information well. The other student, with the same teacher, was now spelling better and understanding better. The student mentioned writing, spelling, vocabulary, how to construct a sentence, and said that the reading and the essays were "beautiful," as was the English teacher.

VII. INSTRUCTIONAL FEATURES

A. Curriculum and Instruction

Because of the newness of the workplace literacy aspect of the program, as well as the constraints of time placed on all components of the program because of the announcement time of the examination, the language arts curriculum was developed as the program was in operation. It was in almost complete form but was not available when this report was being prepared.

For the technical component, there are three substantial ring-bound manuals that are given to the student to keep. The manuals spell out the caretaker information and are useful during classes as well as for review before taking the test. The manuals were collated by the

three technical coordinators. The language arts curriculum will be available for the cycles that follow.

Coordination of the two components includes having the students summarize, for homework, the chapter in the technical manual that relates to the upcoming class. In addition, a pertinent essay is written on that topic, e.g., for a chapter on the storage of chemicals, students might be asked to write an essay on a topic such as "How Does the Storage and Distribution of Chemicals Affect the Performance of Your Job?" The language arts teacher would also teach vocabulary taken from the upcoming chapter and then give a test the following week on the past week's vocabulary.

An example of how the students' essays are developed was described by a language arts teacher who was interviewed. He starts with a discussion of the students' own life experiences in New York City, such as dealing with a negative attitude on the part of a taxi driver or bus driver. After the class discusses techniques of handling such situations, the teacher moves the discussion to techniques of handling a co-worker with a negative attitude, and finally, to the problem of how, as a supervisor of caretakers, the student would handle the problem of a subordinate with a negative attitude, one that would hinder the performance of required duties.

In connection with such an essay, the students study grammar, sentence structure, and the mechanics of English, so that the language skills are employed in a meaningful way.

In a class, that was observed, other language and literacy skills were being addressed, specifically, the reading of graphs, in the context of dealing with test-taking skills. The students were seated at tables in groups of six or seven, reviewing test-like questions on sheets of duplicated materials. The questions were on generic topics, based on different forms of graphs. For example, among the various types of graphs presented, a bar graph depicted North American population figure projections and a circular graph depicted child care arrangements used by employed parents. Printed questions that required reading and understanding the graphs were first read and thought about by the students individually and then the class discussed the answers, under the guidance of the language arts teacher. There was a great deal of lively interaction, discussion and debate, with a significant number of questions covered in a relatively short time.

B. Supports to Instruction

1. Attendance and Dropout Follow up

A student absence is followed up by a call from Ms. Burton or one of the technical coordinators. Calls may be made either to the student's home or to the student's place of employment. Students are never dropped from the program because of absence.

2. Counseling Component

According to Ms. Edwards, there are not enough staff to provide substantial counseling to the many students in the program. Some informal counseling takes place in group sessions within the classes, but there is so much course content to cover that not enough time is available for counseling sessions. Informally, students can come to the program office to speak with one of the coordinators.

3. Staff Development

There are staff meetings after class at least once a week for at least a half hour. At the start of the program, there was a staff meeting every class night. Some meetings include just the language arts teacher, some just the technical teachers, and some meetings include both groups of teachers. In addition, there are conferences about individual students who need help, according to one of the teachers with whom this observer spoke. He stated that students with problems who are called to the attention of the administrative staff are given necessary help, they aren't just left with their problems. This teacher noted, too, that there was a very strong emphasis on staff development within the program. Concern with program quality and with students' needs and perceptions is indicated, too, by the practice of having, at the end of each evening, an evaluation of that evening's classes. The evaluation may be expressed through a group discussion, an individually written assessment, or some other form. At the end of every session, the students rate the teacher on a scale of 1 to 5. Both the technical and the language arts teachers look at the evaluations.

PART II -- PROGRAM IMPACT
A. SUPERVISOR OF CARETAKERS

Both the caretakers' and the superintendents' courses (an evaluation of which follows in Part B) are examples of workplace literacy programs with instruction tailored to meet the demands of a New York City civil service examination. These programs cover a general review of information required for the positions of Supervisor of Caretakers and Housing Authority Superintendents, teach general test-taking strategies, and develop skills specific to the test and for the job. Students are already employed and have the necessary qualifications to take the examination. Therefore, the motivation for taking the course is to improve job status rather than to meet basic survival needs.

In addition to the immediate and long-term objectives, there are specified instructional outcomes for both the literacy and occupational components of the Supervisor of Caretakers program as follows:

Literacy:

1. The student will be able to read and respond in writing to memoranda in ways that are clear, concise and accurate.
2. The student will be able to compare and contrast the use of words associated with his/her job title and the meaning of those words in common usage, including the use of analogies.
3. The student will be able to communicate to tenants, supervisors and colleagues using language that is clear, concise and relevant.
4. The student will be able to use his/her command of oral and written language to encourage employees and colleagues to perform at optimum levels and seek advancement.
5. The student will be able to take additional literacy related courses and be successful.

Occupational:

1. The student will be able to pass the civil service examination in the title.
2. The student will be able to supervise caretakers.
3. The student will be able to identify former employees who have advanced in the same or related occupational titles.

I. EVALUATION PROCEDURES

These procedures are guided by a list of specified outcomes as follows:

Literacy

1. The student completes the civil service test successfully.

2. The student successfully completes the teacher made tests at the end of each unit, including the midterm and final examination.

3. The student demonstrates growth in writing a job-related essay by using complex sentence structure and continuous discourse.

Occupational

1. The student is able to develop field-related sample test items to measure the knowledge of colleagues and/or employees.

2. The student is able to design and present a staff development session on a job related standard procedure/general memorandum to employees and colleagues.

3. The student is able to critique a presentation of a colleague giving strengths, weaknesses and recommendations for improvement.

The evaluation procedure includes pre-measurement, course evaluations and post-measures. In addition, the pilot self-report form was used with students.

A. Pre-measurement

The pre-test measure was primarily for group formation for instructional purposes. The new Civil Service examination has an essay part in addition to the standard multiple-choice section. Therefore, to prepare the students for this new part of the test, a pre-test in the form of an essay question was given to assign students to one of three groups. They were asked to respond to the following question:

> "You are a newly appointed Supervisor of Caretakers. Upon your arrival at your new location, you find janitorial conditions are far below your standards. Explain five (5) steps you would take to improve the standards to an acceptable level."

The purpose of the question was to ascertain both writing ability and job knowledge. On the basis of the test results, three groups were formed (A, B, and C). Grouping was determined by sentence formation ability; consequently the foci of instruction for each group were somewhat different.

The following table describes the groups and their respective instructional focus.

GROUPING BASED ON PRE-TEST

Group	Instructional Focus
a. Capable of writing a paragraph with complete sentences.	To develop paragraph writing into full blown essay with details.
b. Capable of writing simple sentence.	To develop sentence complexity.
c. Incapable of sentence formation.	To form simple sentences.
d. Comprehension of question weak.	To develop question comprehension.

For all groups, the emphasis was upon the development of clarity, conciseness, and relevance in communication.

B. Course Measures

The course outline indicates three major divisions, including: 1. Basic Procedures; 2. Floor Care; and 3. Corrective Action.

The topical outline for each of these major divisions is as follows:

1. Basic Procedures:

Motion Economy; Care and Upkeep of Equipment and Supplies; Dusting; Dust Mopping; Chemicals of the Cleaning Industry; Fire Safety and Accidents; Ladder Use and Safety; Cleaning Light Fixtures and Globes; Washing Walls; Window Washing; Metal Cleaning and Polishing; Cleaning Elevators, Stairways, Lobbies, Compactors.

2. Floor Care:

Basic Principles of Floor Care; Floor Coverings; Floor Pads and Brushes; Stain and Spot Removal; Floor Machines; Wet Mopping; Wet Vacuum; Spray Buffing; Polishing; Scrubbing; Stripping; Sanding and Resurfacing; Protective Floor Coatings; The Automatic Floor Machine.

3. Corrective Action:

Handling Misconduct; Responding to Problems; Supervisors' Schedules; Snow Removal; Emergency Procedure.

There were three teacher-prepared objective pre-tests and a final which were used to evaluate students and to provide practice for the forthcoming civil service examination. Copies of these tests were made available to the reviewer.

Each pre-test consists of 20 objective questions composed of multiple-choice and true/false items. The multiple-choice questions have three options.

Pre-test 1 included 15 multiple-choice and five true/false questions. The items appeared to test knowledge of many of the topics covered under Basic Cleaning procedures. The following examples illustrate the content of the test and level of difficulty.

Question 2:

How do we use supplies?

A. We use supplies any way we see fit
B. We use supplies according to our needs
C. We use supplies with common sense efficiently

Question 13:

If you found a broken ladder you should attempt to use it:

A. True
B. False

Pre-test two also includes 15 multiple-choice and five true/false questions. The items covered topics under Basic Cleaning and also subject matter pertaining to Floor Care. The questions were similar in difficulty level to those of Pre-test one. Pre-test three consisted of 13 multiple-choice and seven true/false questions testing knowledge of topics under Floor Care.

In addition to testing knowledge of course content, the pre-tests also provide the student with opportunity to apply test-taking strategies. An important instructional component is the development of test-taking skills. For multiple-choice items, it is important to identify key words in both question and options, to formulate an answer before reading the options, to eliminate answers, and to thoroughly understand the questions before answering. Students were also asked to make up multiple-choice items of their own. Such active participation was to help students identify important content matter as well as to give practice in creating item distractors.

The literacy component of the course is coordinated with occupational instruction. Essential vocabulary and terminology appearing in the upcoming class is taught, and previously learned vocabulary is reviewed through vocabulary tests. Themes relevant to current occupational topics become the basis for developing essay writing skills. Regardless of the individual skill level, clarity, conciseness, and relevancy in communication are stressed.

C. Post-measures

These measures include the Final Test and the post-essay.

1. The Final Test consists of 80 multiple-choice questions with four options. It covers the entire course, including many items on the last section regarding corrective action and responsibilities of the Superintendent.

2. Post-essay. This was the same as the pre-test essay.

At the time of this report, in-house test results were not available. However, the course is not yet over. After the summer break, it will resume in the fall. The immediate objective of the course is to prepare the students for the civil service examination. The direct measure of impact, then, would be in terms of number passing and placement on the examination. Since the examination has not been given yet, the course's immediate impact cannot be measured. The schedule of these tests is irregular, being dependent upon the number of vacancies for the position. This in turn is created by job turnover, subject to a number of factors, such as retirement.

An indirect indication of impact is in the attendance after the Memorial Day holiday. It was reported that there was no appreciable drop, despite the fact that many of the students have additional job connected responsibilites at this time. Although exact figures are not available, this is evidence of continued motivation on the part of the students.

II. SUMMARY COMMENTS

The objective and outcomes have been well defined for both the occupational and literacy components. From the copies of the tests, it would seem that course content, as described in the overview, is being measured. When the civil service examination is taken and the results are known, the impact of the course on its immediate objective, that of passing the examination, will be measurable. In the meantime, in-house final test results could serve as a predictive measure for the forthcoming examination. Although incontrovertible evidence for course impact is the placement on the examination, using in-house test results as predictive indices would indicate whether the tests are on target and also provide feedback for making revisions if necessary. Schools specializing in test-taking preparation usually administer initial objective tests so that results can be compared with the final. Perhaps this might be added to the evaluation procedure.

Regarding impact specific to literacy, some aspects of literacy can also be measured by the results of pre-post comparison of performance on the essay. The outcomes for the three groups of students formed by the pre-test results have been specified with precision.

To strengthen the ability to measure literacy impact, there has been discussion of a standardized objective reading test for both pre-and-post administration. This would seem to be a good idea since it would provide additional evidence of the program's efficacy. Moreover, such a measure would not be inconsistent with the objectives of the program since the course stresses the need for good general communication skills.

Other measures of literacy impact could include follow-up reports of such information as educational achievement and improvement in life style.

While the program is collecting information that documents the impact of the program, this information as described above was not, for a variety of reasons, available at the time of report preparation.

B. HOUSING AUTHORITY SUPERINTENDENTS

Cycle: March 1988 - June 1988 No. of classes: 10
No. of students: 207-99% Male; 1% Female
Ethnicity: Not available at the time of this report
Schooling: Wide range (less than Grade 8 - college)

The incentive for taking the examination for Housing Authority Superintendents is an appreciable initial salary increase which ranges from approximately $8000 to $10,000 per annum.

In addition to the immediate and long-term objectives, there are specified instructional outcomes for both the literacy and occupational components of the program as follows:

Literacy:

1. The student will be able to write a proposal (work order) for the repair, and/or maintenance of plumbing, compactor, roofing, masonry, elevator, etc.
2. The student will be able to orally or in writing communicate with tenants, colleagues, and employees in a way that is accurate, concise and understandable.
3. The student will be able to write memoranda which can be read and comprehended by employees, colleagues, and tenants.
4. The student will be able to construct a test that measures the comprehension of employees in the fields of caretakers, heating plant technician maintenance, etc.
5. The student will be able to design and/or adapt a program of preventive maintenance that is doable by employees and colleagues.
6. The student will be able to write and present orally accurate and concise reports to comment or correct the actions of employees.

Occupational:

1. The student will be able to pass the civil service examination in the occupational title.
2. The student will be able to supervise employees on the site so that the housing development is well maintained.
3. The student will be able to recruit and maintain a staff of employees who perform work of higher caliber and advance in their titles.

I. EVALUATION PROCEDURES

These procedures are guided by a list of specified outcomes as follows:

Literacy:

1. The student will be able to improve his/her essay writing skills, including reports, memoranda and directives.
2. The student will be able to present oral reports which are accurate clear and concise.
3. The student will be able to offer a critique of colleagues' work in writing, including comments on strengths, weaknesses and recommendations to correct weaknesses.

Occupational:

1. The student will be able to successfully complete teacher-made choice tests given at the end of each unit - these units include, plumbing, heating plant, roofing, elevators, compactors, masonry and maintenance.
2. The student will be able to respond to open-ended questions in the occupational title.

The evaluation procedures included pre-measurement, course evaluations, and post-measures.

A. Pre-measurement

The pre-test measure was an essay to evaluate the writing skills of the students for instructional purposes. No reading test was administered since it was not considered germane to this professional group of students with a job record of succcess. There was particular emphasis upon expressive language facility because of its importance for both job and test performance.

The purpose of the pre-test is to measure both knowledge about the job and literacy skills.

The essay question was as follows:

> "You have recently been transferred to a housing project and after conducting an overall inspection of the facilities, you notice that the janitorial standards need substantial improvement. Discuss five possible causes for the housing project's poor janitorial condition and the action you would take to improve them."

There were five categories of performance: 1-2 (low); 3-4 (intermediate); 4-5 (superior). Essays were rated in regard to job knowledge and writing skills. Some of the criteria included, clarity, accuracy, conciseness, appropriate job setting vocabulary, sentence formulation, and understanding of job. According to Ms. Edwards, the Director, the essay is a useful diagnostic tool to plan instruction. The results may indicate that some students know the functions of the

job but need help with the conventions of writing; others may have mechanical facility but require a clearer understanding of what information is relevant to the question.

Essay writing is taught separately and includes application of self-monitoring guides for clarity, accuracy, and conciseness in communication. This list of questions for each step of the writing process is intended to help students write more effectively:

1. On planning to write:
   a. What material or facts are available?
   b. What is the expected result of the writing?
   c. Who will be the reader?
   d. What action is wanted from the reader?

2. On preparing the outline:
   a. What material or facts are available?
   b. Which of these are suited to the purpose of the writing?
   c. Is the outline arranged in a logical order?
   d. Is the outline complete?
   e. What illustrations or support materials are needed?

3. On checking the written copy for clarity:
   a. Is the purpose clear?
   b. Will the reader understand what happened?
   c. Is it written in terms the reader knows?
   d. Are important ideas emphasized?
   e. Will the information be of interest to the reader?
   f. Do the points hang together?
   g. Are recommendations, conclusions or ideas clearly stated?

For conciseness:
   a. Is the writing as brief as possible?
   b. Can it be read rapidly?
   c. Are sentences short and simple for the reader?
   d. Does it get to the point quickly?

For correction:
   a. Is the grammar correct?
   b. Are all the words spelled correctly?
   c. Is it punctuated properly?
   d. Are facts and figures accurate?
   e. Are all words used correctly?
   f. Are unfamiliar words and abbreviations avoided?

For completeness
   a. Is it dated, signed?
   b. Is is clear to whom it is to be sent?
   c. Is it clear whether a reply is expected?

B. Course Measures

The course description indicates that there are seven major units: plumbing; heating plant; roofing; elevators; compactors; masonry; and maintenance. At the completion of each unit, a teacher-made multiple choice test is given. There are 20 lessons which cover a wide range of topics:

Lesson	Topic
1	Executive Order
2	Grounds
3	Elevator Preventive Maintenance
4	Compactor & Compactor Sprinkler System
5	Gas Outage, Gas Line Safety Procedure
6	Electricity
7	Concrete
8	Roofing
9	Plumbing
10	Carpentry
11	Contracts
12	G.M.s Used by Supt. Reports
13	Preventive Maintenance
14	Emergency Procedure
15	Janitorial
16	Forms Reports & Their Related Use
17	Supt. Checklist & New Supt. Checklist
18	Boiler Operations
19	Supervision
20	Essay Writing, Review & Test

Students have an opportunity to review subject content, including basic terminology and expressions, through class discussion.

An important aspect of the course is to develop consciousness of job morality. One way is to present students with a moral dilemma (e.g., a supervisor finds the building flooded; the entire staff of 10 employees show up for work drunk; what to do?) The dilemma acts as a catalyst for discussion and also gives the instructor an opportunity to introduce important information along with specific terminology. For this professional group of students, the literacy component of the program is primarily that of vocabulary and writing, although sessions also include oral reading of material relevant to the class topic. Homework is also assigned.

In addition to job knowledge, a primary emphasis is upon test-taking strategies for the examination. The specific areas of focus are determined by the test information included in the New York City examination notice for the position. This gives general information regarding

test format (multiple-choice, essay), content and materials measured by the question. For example, the questions may cover simulations of work materials, such as, forms, logs, plans, reports, correspondence, etc.

Students are given instruction on general procedures for taking examinations. This covers important steps to take before, during, and after the test. "Before" includes necessary materials (e.g., pens, watch, etc.); "during" includes question reading, numbering answers, allocating time, etc.; "after" includes checking to ensure all questions have been answered and that answer numbers correspond to question numbers.

Instruction also includes more specific ways of handling multiple-choice questions and answers. Some of the techniques which students learn are to underline key words (all, some, most, fewest, etc.), to pay attention to "hedging" words (probably, most likely, may, etc.), to change a negative question to a positive one for ease of handling, how to answer "satisfactory or unsatisfactory" type questions. Opportunity to sharpen these skills are provided by many quizzes and practice tests modeled after the civil service examination.

The following are examples of several types of objective questions, including multiple-choice sentence completion and true/false items, which give some indication of variety, scope and level of difficulty:

1. According to G.M. #2075, "Daily Safety Checks of Elevators," every elevator hatch door is to be checked daily. This task according to this G.M. is to be performed by:

   a) Caretaker b) Maintenance worker c) Supervisor of Caretaker d) P.W.P. Worker

2. Any piping carrying over _____ P.S.I. must be lettered "High Pressure Gas Piping" and such lettering must appear in every room, or open areas, every _____ feet.

   a) 3, 20' b) 4, 24' c) 5, 20' d) 6, 25'

3. The following statement reflects Authority Policy on Contract Guarantees:

   I The contract guarantee should be maintained in the contract folder at the project.
   II If there is a defect immediately notify the inspector from Contract Administration
   III If defect remains uncorrected after all attempts to have Contractor repair projects, submit Work Request.

What of the above are true?

a) I and II are true, III incorrect b) I and III are true, II incorrect c) II and III are true, I is incorrect d) I, I, and III are true.

Essay:

As a new superintendent assigned to an opening project, outline the complete staff you would need. Your new development consists of 20 buildings 20 stories each. In this development you have:
2000 families; 1 boiler room; 3 grounds

Mathematics is also covered. Word problems, arithmetic matching and reasoning tests are used to sharpen basic skills. The following are some examples of type and level of difficulty.

Word Problem:

If a load of snow contains 3 tons, it will weigh how many pounds?

a) 3,000 lbs. b) 1,500 lbs. c) 12,000 lbs. d) 6,000 lbs.

Reasoning Problem:

A court clerk estimates that the untried cases on the docket will occupy the court for 150 trial days. If new cases are accumulating at the rate of 1.6 trial days per week (Saturday and Sunday excluded) and the court sits 5 days a week, how many days' business will remain to be heard at the end of 60 trial days?

a) 168 trial days b) 185 trial days c) 188 trial days d) 186 trial days e) None of these

Arithmetic Matching Test:

This format consists of 2 columns, with 20 questions in one, and 21 answers in 2.

Column 1	Column 2
1. 229 times 8	A) 1382
2. 11064 divided by 8	B) 1752
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20. 12 times 19 times 43	T) 40363
	U) 1413

C. Post-measures

1. The civil service examination taken in June 1988 represented the final post-measure. These results will not be available until March 1989.

2. In-house post-test results for each of the seven units comprising the course indicate that 85% passed the multiple-choice tests; 75% of the students improved their essay scores.

3. The retention rate based on number of students who completed the course and number initially enrolled (149/207) is 72%. This rate compares favorably with the 60% rate cited by the U.S. Department of Education for similar programs.

4. An improved follow-up procedure for obtaining information regarding long-range effects of the program is being considered. Voluntary self-report has not been a very reliable means. One suggestion is to interview by telephone a certain percentage of graduates after a designated period of time. Information would be solicited regarding change in job and education status and any other factors which may have been affected by exposure to the program.

II. SUMMARY COMMENTS

The program appears to be comprehensive in all major aspects, including objectives, outcomes, instructional content, and evaluation procedures. There is an abundance of information, such as in-house test results, that represent potentially useful sources of information. For example, in-house tests are primary tools of the program for preparing workers for the civil service examination and for the responsiblities of superintendent; consequently course effectiveness is dependent on how good the tools are. Although past experience indicates that a good percentage of program graduates have placed high on the civil service examination, the tools can always be improved as a result of feedback. Scores on in-house examinations can be correlated with actual test results to determine how well these pre-tests scores function as predictors. By performing an item analysis based on the answer patterns of high and low scorers, it would be possible to identify those items that have high and low correlation with the actual examination. This information could help create a better test.

The actual civil service test results constitute evidence for documenting the program's impact. When the scores are available, a system for summarizing and permanent recording would help make the information tangible evidence for future reference. Undoubtedly there exist other kinds of information resulting from the program which might serve useful purposes once they are categorized. For example, information regarding each student, including in-house test performance, attendance and personal data might help develop profiles of those who pass the civil service examination and those who fail. In general, some consideration might be given to establishing an over-all system of summarizing information into established categories for easy accessibility and retrieval.

CASE STUDY 4
INDUSTRY TRAINING PROGRAM IN WORKPLACE LITERACY

A Program of the New York Hotel and Motel Trades Council and
the Hotel Association of New York City

The following description is based on interviews with Angelo Sasso, Program Administrator; Victoria Zagami, Counselor; Oscar Espinoza, Program Director; Robert Cox, the teacher of a workplace literacy accounting class; and six members of that accounting class, in a group. In addition, an accounting class in the program was observed in session, and curriculum and other relevant materials were examined. An interview was also conducted with Francine Boren for background on this and other workplace literacy programs. The information was gathered during the months of April, May and June 1988. Site visits were made on May 10, May 26, and June 9, 1988. No impact section is available for this case study.

I. INSTITUTIONAL SPONSORSHIP AND BACKGROUND

The workplace literacy program is administered as part of the Hotel Sciences Department of the ITP (Industry Training Program). The ITP has been in existence since 1969, and was set up through joint contractual agreement by the New York Hotel and Motel Trades Council of the AFL-CIO and the Hotel Association of New York City, Inc. Students pay no tuition fee.

II. WORKPLACE LITERACY PROGRAM GOALS

The contractual goals, as described by the administrator, were determined by the goals of the specific hotel assignment and the Hotel Trades Council Trustees. These goals are, long-range:

A. To help the individual get a better job or the job of his/her choice.

B. To better the individual's ability to read, compute, problem-solve.

The administrator further stated that reading skills and appropriate experiences are provided in order that the students may become self-motivated to the point that they have an approach to changing their lives--gaining control over their environment--as skills become part and parcel of who they are.

Most immediately, since the program leads to certification in specific areas, it is hoped that satisfactory completion will result in an upgraded position.

III. PROGRAM SCOPE AND DESIGN

A. Personnel

1. Angelo Sasso: Program Administrator. Background experience in English literature and foreign language education (high school level); teacher education (college level), and adult education. With the I.T.P. since 1981.

2. Victoria Zagami: Program Coordinator. Background in education. With the I.T.P. since 1981. Responsibilities include over-seeing faculty, counseling students, screening and placing applicants, scheduling, TABE testing, textbooks, program publicity.

3. Oscar Espinoza: Director of Remedial Studies. Background in E.S.L. With the I.T.P. since 1984. Responsibilities include articulation between generic literacy (non-workplace program) and workplace literacy program, making referrals to Ms. Zagami for the TABE testing, and course placement of those students who have completed the generic literacy program. Some contact with former generic literacy students continues informally.

4. Faculty: There are currently seven teachers teaching the eight workplace literacy courses. Four have been on staff since Fall 1987; two since February 1987; and one since February 1978. Four of the newer teachers replaced teachers who had been with the I.T.P. more than ten years.

Teachers are selected by the Program Administrator and the Program Coordinator. Critera for selection include being a professional in the content area for at least five years (e.g., a front office manager to teach the front office course). A college degree or the equivalent in experience is also required. The majority of those currently teaching the workplace literacy courses have teaching backgrounds or have taught in the I.T.P. program in the past.

5. Susan Burns: Instructional Facilitator with the New York City Board of Education. Assisted in pre-service orientation and is available for guidance in pedagogy on an hourly basis.

B. Structure and Schedule

Subject to the number of enrollees each semester, courses from the following list are available in the workplace literacy program. Five of the categories offer courses on two levels; the others offer courses on just one level. All the courses are related to union contract positions.

a. Front Office Procedures - 2 levels
b. Cashier/Night Auditing
c. Basic Accounting
d. Switchboard Operation (Telephone Operator) - 2 levels
e. Housekeeping (Floor Supervisor) - 2 levels
f. Repairs and Maintenance (Maintenance) - 2 levels
g. Food and Beverages - 2 levels

h. Basic Typing and Keyboarding

i. Communication Arts/Job Advancement Skills

During the Spring 1988 semester, courses in at least one of each category except for Housekeeping were offered--a total of 8 workshop literacy courses in all. Scheduling is set up after work schedules in each job are checked. All the workplace literacy classes take place in the evening as there has not been a demand among the students for day classes. (On rare occasions, non-workplace literacy courses have been scheduled by day, so daytime courses are possible when requested.) Based on a fifteen-week, Board of Education semester, most of the Hotel Science courses meet twice a week, for two hours a session, except for Basic Typing. Basic Typing is scheduled for two-hour sessions, three times a week for five weeks.

On the evenings they meet, each class is scheduled for the slot from 5:00 to 7:00 or from 5:30 to 7:30, depending upon the students' schedules. Schedules are also designed with non-class days between the sessions, to allow students time to do homework.

Prior to workplace literacy funding, the classes met for fewer hours per week, but the time allotment has been increased to accommodate the additional literacy component. The Program Administrator said he would like to try a trimester and summer session to move students along. He voiced concern about keeping students who move through the program sequence for too long a time.

C. Sources of Recruitment

Most of the students in the workplace literacy program have come through the generic literacy classes. Initial information about the I.T.P. classes can be obtained from the Personnel Director's office in each of the affiliated hotels, from notices in the union publication, Hotel Voice, at shop stewards' meetings, as well as by word-of-mouth from other students.

The generic literacy program is a key link in the recruitment process, since Mr. Espinoza, who is in close touch with the non-workplace related literacy students, has made many referrals of students who have completed the four levels of the generic literacy program.

D. Entry Requirements

1. Union membership, after nine months in hotel position.
2. A score of 80 or higher on the John/Fred test (equivalent forms).
3. Scores of 8.5 on basic math and reading tests (TABE). There is some degree of flexibility on the math, depending upon the specific course/s in which the student is interested. Less flexibility exists for the reading: in some rare cases, based on the coordinator's consultation with the teacher and the student, allowances have been made.

E. Intake Procedures

Students in the generic literacy program are referred to the workplace literacy program by Mr. Espinoza. He tests graduates from that program (which consists of four levels of basic coursework in reading and in math) and after a short, primarily informational, exit interview with him, they see Ms. Zagami for further information about how the workplace literacy courses fit into their needs and aspirations.

Some examination of specific math abilities takes place when students whose math scores are not at the 8.5 grade level are discussed with respect to whether their specific math abilities will be consonant with the workplace literacy courses they wish to take.

IV. SITE

The classes as well as the administrative and counseling offices of the Hotel Science Institute are housed in the Industry Training Program building at 305 West 44 Street, convenient for contact among faculty, students, and administrative/counseling staff. Each administrative staff member has a private office--appropriate in light of the amount of student interviewing that takes place.

The classroom in which a session was observed was comfortable enough in size for the nine students in it, all seated around a U-shaped table setup. The room was light and airy, with a blackboard. It was well-located just next to the alcove containing the Institute's collection of books for independent reading. The books had been donated by a private school and are open to all the students.

V. STUDENT DEMOGRAPHICS

A. Number of Students

According to the Program Director, approximately 1200 students per year are enrolled in the Industry Training Program. During the spring 1988 semester, 68 students were enrolled in the workplace literacy classes.

B. Employment Backgrounds

Students may be employed in any part of the affiliated hotels. There tend to be more who are currently in the "back of the house" i.e., kitchen, housekeeping, and the like than from anywhere else. All students in the program are currently employed.

C. Age

The age range is from 20 to 65, with the bulk of the students approximately 34 to 50 years old.

D. Gender

Approximately 75% of the students in the workplace literacy classes are women, about the same percentage as in the generic literacy classes.

E. Ethnicity

Eighty-five to ninety percent of the students are from minority groups, native born and immigrant.

F. Schooling

Very few students have not gone through the generic literacy program, indicating that literacy is a need for most of them. A significant number are from the U.S. South, and have high school degrees, but, according to the Director, "can't read or write," although currently more students are coming to the program who TABE test at higher levels.

G. Reading Ability

Aside from the 8.5+ TABE grade equivalent results and analyses, there is no mechanism for determining students' specific reading strengths and needs. Nor is writing ability currently formally assessed.

VI. STUDENT MOTIVATIONS AND HOW THEY ARE ADDRESSED

In a group interview with an accounting class, the students were very clear in their desire to learn more about accounting, as well in as their feeling that they had already gained much. Their concern was that they had not had enough of the accounting within the one semester because of the amount of information to be covered. They expressed the desire to "move ahead," "achieve a higher goal," and felt that because they had learned a great deal, they needed "more of the same." No statements were made about literacy or language development. This is not surprising, since the courses now subsumed under "workplace literacy" have been in existence for years without a highlighted literacy aspect, and students in this first workplace literacy semester were not initially aware of it. At the present time, during the intake interviews now being held with each student, the Progam Coordinator is making reference to that component, and future students may have different motivations.

The course content motivation is addressed by having time added to the prior courses so that the literacy component does not cut into the Hotel Science content. However, the added time, if anything, may whet the students' appetites for even more course content, because they were all eager for more accountancy instruction.

Another way in which the students' motivations are addressed is by selecting instructors who are thoroughly experienced in the specific hotel positions related to each course.

Similarly, the question remains of how to address the literacy motivations that the new intake information may inspire in students.

VII. INSTRUCTIONAL FEATURES

A. Curriculum and Instruction

The curriculum for each course has been designed and developed by the teachers, overseen by Ms. Zagami, and based on the textbook and course outline. The curricula were last revised in January 1988. There is a very specific course sequence available, which outlines each session, planned with respect to:

1. General topic
2. Text or reference pages where information on the topic may be found.
3. A short description of the topic and its presentation.
4. What students will be able to do as a result of the lesson.

One example of a course outline, that of Food and Beverage Operations and Purchasing, identifies a textbook, Profitable Food and Beverage Management, from which pages for each topic are assigned. Representative topics are: "Menu Planning and Development," "Food Purchasing of Fresh, Frozen, Prepared Items," "Purchasing of Meat," "Wine Classification," "Staff Planning and Payroll Controls," among others.

A representative description of a topic and its presentation is: "Menu Planning and Development," "Discuss the menu in detail and give an explanation of the different courses and different meal periods in an establishment. Also, discuss different varieties and methods of cooking." As a result of this lesson, students are expected to be able to: "Write their own menu using this chapter in the textbook as a guideline."

The student assignments, as can be seen from the example above, while not labeled as a literacy component, often require literacy skills, both in this course and in the accounting course. Thus, in this course, in addition to reading in the text (which was done in both courses) students are expected at different points in the semester to be able to "use guides and charts that will assits them in purchasing of foodstuffs," (Meeting #6); "perform on-paper calculations concerned with food productions and forecasting," (Meeting #9); "set up on-paper standards and guidelines for legal beverage operations in a municipality" (Meeting #10).

Instructional methods vary from course to course, but for the most part, any literacy instruction has been imbeded in the context of skills training and not identified specifically in the course outline or in the instructional terminology. Rather it has taken such form as writing

projects, dictation, teacher correction of grammar and punctuation, reading/writing of charts and schedules, computation and problem solving, among others.

The curriculm material that was surveyed, specifically, the accounting textbook, showed an effort to accommodate the reading levels of the bulk of the students. Entitled Fundamentals of Accounting, (4th Edition, 1988), by Swanson, Ross, and Hanson, the text is part of Southwestern Publishing Company's Adult in Continuing Education Series, and as such has been written in a relatively easy-to-read style, with short sentences and a significant amount of repetition of vocabularly.

Students are required to achieve a passing grade of 75%, based on quizzes, mid-term and final examinations, and any projects. When a student fails, he/she has an interview with Ms. Zagami in order to get an understanding of why the failure occurred. Depending on each situation, the student then has several choices, including taking the course over or rethinking occupational and other goals and taking other courses. A student who has failed is never just let out of the door without contact and interview. The percent of failure was said to be one or two out of 60-70 students.

B. Counseling Component

As was noted above, there are provisions for one-to-one student counseling, specifically, with Ms. Zagami, who is available informally as well as functioning as an integral part of the initial intake process. She is on the premises before, during, and after the class sessions. She receives midterm and final exam test results, as well as attendance books so she can follow up on absences, student course failures, and hotel scheduling problems as well as other student matters that may arise. Mr. Espinoza, too, whose responsibility is actually for generic literacy students, may have contact with individual workplace literacy students with whom he had established a relationship in the past.

In addition, there is a strong tradition of tutorials in the program: teachers of the courses stay late after class for individual help to students who request it. Students indicated that such help had been given generously. There is no extra remuneration for the tutorials--the teachers provide the service because of their concern for the students.

C. Staff Development

Funding for staff development is limited. There is one administrative meeting a year, in June. There have also been two or three informal curriculum meetings called by Ms. Zagami. Susan Burns, a New York City Board of Education educational facilitator, was retained for an orientation session and is available for pedagogical guidance on an hourly basis, if requested. A

memo was sent out recently about that possibility. In addition, at the close of the semester, Ms. Burns held individual two-hour sessions with each of the eight workplace literacy teachers.

For the first five years of their service, teaches are observed once a semester, alternately by Mr. Sasso and Ms. Zagami. Test results and informal student feedback are other ways that the administrative staff keeps in touch with the instructional program's functioning.

CASE STUDY 5
SKILLS UPGRADING FOR DISLOCATED SEWING MACHINE OPERATORS

A Program of the Garment Industry Development Corporation for Members of the International Ladies Garment Workers Union

PART I

This program description is based on interviews with Adam Friedman, the current GIDC president; Harry Schwartz, the former president; Julie Colmore, Director of the Training Program; Mary Ip, Education Coordinator for the Chinese segment of the program; Rachel Gross, E.S.L. teacher; and two students in the program. An E.S.L. class was observed in session, and some relevant written material was examined. An E.S.L. curriculum that is currently being developed was not completed during the time this report was being prepared, and so could not be examined. An interview was also held with Francine Boren for background on this and other workplace literacy programs. The information was gathered during the months of April, May, and June, 1988. Site visits were made on May 17, May 31, and June 24, 1988.

I. INSTITUTIONAL SPONSORSHIP

The program is supported by funds from the New York State Department of Labor under its Occupational Retraining and Re-employment Act (ORRA); the New York State Department of Education's Employer Specific Skills Training Program (ESSTG) and the Consortium for Worker Education. It is administered by the Garment Industry Development Corporation (GIDC), a non-profit organization funded by a collaboration of the ILGWU; two garment district employers' trade associations--Greater Blouse, Skirt and Undergarment Association and New York Skirt and Sportswear Association; and the Mayor's Office of Business Development.

II. PROGRAM GOALS

The long range goal of the program is to develop workplace literacy. This is translated, in the short range, to learn and to be able to state in English the parts of a garment and to know and be able to describe in English the construction and the production of a garment from its design to its realization.

An additional goal is that the students add to their relatively simple sewing machine skills more complex ones, enabling them to increase their marketability in the industry.

III. PROGRAM SCOPE AND DESIGN

A. Personnel

1. Adam Friedman: President of GDIC since May 1988.

2. Julie Colmore: Director of Training Programs. Background and experience in book publishing and writing. She is responsible for staff, curriculum, and the day-to-day functioning of the program.

3. Mary Ip: Education Coordinator for the ILGWU Local 23-25. Her responsibilities include recruitment for the GIDC and individual interviewing and counseling of the Chinese-speaking students.

4. Katherine Andrade: Educational Director of ILGWU, Local 23-25. Her responsibilities include recruitment for the GDIC and individual interviewing and counseling of the Spanish-speaking students.

5. Rachel Gross: E.S.L. teacher of the Spanish-speaking students. Backgound and experience in E.S.L., in Italy and Mexico as well as in this country.

6. Gail Cueto: E.S.L. teacher of the Chinese-speaking students. (Both Ms. Gross and Ms. Cueto were recruited by Francine Boren.)

7. Susan O'Brien: Instructor in health and safety for the Health and Safety Department of ILGWU. She teaches from the health and safety curriculum every Monday afternoon during each cycle, with an interpreter for either Chinese or Spanish as she teaches.

8. Ari Vega: Instructor of the morning technical classes in sewing. On the faculty of the Fasion Institute of Technology (F.I.T.), where he teaches similar courses. He was assigned to the course by the F.I.T. department chair.

9. Philip Kelman: Project Director of the F.I.T. component. He is a professional adjunct at F.I.T. His responsibilities in the workplace literacy program include general supervision of the technical component: curriculum, faculty, materials, and so forth.

B. Structure and Schedule

Four cycles are scheduled for the current year, and a continuation of the program is planned for the ensuing calendar years. Each cycle is five weeks long, and is geared specifically to speakers of one of the two languages found most widely among the workers in the industry, namely, Chinese and Spanish. The four cycles are: March 7 to April 18, for Chinese-speaking students; May 9 to June 13, for Spanish-speaking students; July 18 to August 19, for Chinese speaking students; and September 13 to October 14, for Chinese speaking students. Two of the schedules had been completed at the time of report preparation. The cycle in session while this report was being prepared was the second for Spanish-speaking students.

Students attend the class for five full weeks, for a total of 35 hours per week. They work on sewing skills each morning, Mondays through Fridays, from 9:00 to 1:00. The instructor, Mr.

Vega, is aided by an assistant who is bilingual (in English and in the language of the particular group of students), as well as experienced in the garment industry.

From Tuesday through Friday each week, from 2:00 to 4:00, the students have E.S.L. classes in which they work with the English language (immersion approach) including "everyday usage as well as the language of the trade" (quotation taken from the recruitment flyer). Mondays from 2:00 to 4:00 are spent in classes on health and safety, taught by Susan O'Brien, the ILGWU instructor. An interpreter is present during these Monday sessions to make sure that every student understands the health and safety information thoroughly.

C. Recruitment

Useful sources of recruitment have included visits to union E.S.L. classes to talk about the program and distribution of flyers, and placement of notices in the union newsletter every other month. Press releases to Chinese publications and radio and TV as well as letters to those on union computerized listings of unemployed workers have also been used. Much of the effective recruitment is the result of word-of-mouth information.

D. Entry Requirements

1. Applicants must be unemployed.
2. Applicants may not be novices, but must have some knowledge and experience as sewing machine operators.
3. Legal residence in the United States.

E. Intake Procedures

Flyers and other recruitment sources suggest that interested workers telephone the GIDC office. Those who phone are called back by either Ms. Colman, Ms. Andrade, or Ms. Ip, who talk with the worker, and based on the conversation, ask the worker to come in for an interview or have another telephone interview as well as fill out an application form. During the interview, the applicant's eligibility is ascertained, and the schedule and other specifics of the program are discussed. An effort is made to assess the student's motivation and level of commitment. On a rare occasion, a student who seemed not adequately motivated was sensitively counseled not to participate. The student's level of English language fluency is also assessed informally by the interviewer. There are no formal language or other tests at intake.

IV. SITE

Both the sewing and the E.S.L. classes take place in a room on the sixth floor of the High School of Fashion Industries, at 225 West 24 Street. Though the building is old, its rooms are

high ceilinged, light, and airy. High School chairs and long horizontal tables are comfortable and ample in number for the workplace literacy classes.

V. STUDENT DEMOGRAPHICS

A. Number of Students

The aim is to have 20 students in attendance in each class. Enrollment is therefore 23 to 25 students, in order to have back-ups in case of students' withdrawal. There were 19 students in each of the two completed cycles of the classes (38 persons have been served by the program so far).

B. Employment Backgrounds

All the students are dislocated sewing machine operators.

C. Age

The 19 students in the first, Chinese--speaking, cycle ranged in age from 25 to 55 years, with a median of 41 years. The 19 students in the second, Spanish-speaking, cycle ranged in age from 19 to 62 years, with a median age of 50 years.

D. Gender

All the students are women, reflecting the situation in the sector of the industry from which they come.

E. Ethnicity

The four cycles were initially planned so that three of the cycles would be Chinese and one would be Spanish, to reflect the makeup of the target population. The Spanish cycle was in session during this observation.

F. Schooling

Most of the students do not have a high school or a high school equivalency degree.

G. Union Affiliation

Most of the students are union members, although union membership is not an entry requirement.

H. English Language Ability

Although there is no formal intake testing, it has been the experience thus far that all the students need help with their English.

VI. STUDENT MOTIVATIONS FOR TAKING THE COURSE AND HOW THEY ARE ADDRESSED

The program's recruitment flyer is headed, "FREE CLASSES IN ADVANCED SEWING SKILLS AND NEW JOBS FOR OUT-OF-WORK MEMBERS OF LOCAL 23 - 25 OF THE ILGWU." In addition to offering information about times, location, financial arrangements, and other logistics, the flyer spells out in detail a considerable number of the specific sewing machines and sewing machine skills to be taught, e.g., "Members will learn how to use the single-needle lockstitch (Singer), double-needle cover-stitch and overedge (Merrow) machines" and "How to sew faster and more accurately."

The program addresses student motivations for sewing skills upgrading by its morning technical classes as well as by the afternoon E.S.L. review of the language and concepts of the morning session.

The flyer also promises that "With the help of the union, everyone who completes the 5-week course will be provided with a new job at good wages. Workers will be able to earn more money because of their new skills and greater speed."

In order to receive funding from New York State's Employer Specific Skills Training Program, the program must place at least 70% of the students in an employment position within the time frame; personal followup is a requirement and has been taking place. So far, 83% of the graduates have gained employment.

This employment factor is carefully built into the program by arrangements that have been set up with a number of employers to provide jobs to recommended, certified program graduates. The jobs are guaranteed for five weeks, during which time the program pays for half the salary and the employer pays for half. At the end of the five weeks, employers have the option of keeping or letting the graduate go. Exit interviews with each student include discussion of appropriate employment placement. Thus, a student who did not speak the Cantonese dialect was placed with a company that spoke her dialect.

After the first program cycle, the only one fully completed at this point, 15 of 19 graduates had been placed for the five-week, on-the-job opportunity. The other 4 chose, for personal reasons (e.g., going to visit their families now that the course was over) not to take advantage of the opportunity.

The recruitment flyer contains only one statement about the E.S.L. component. "Each day will include two hours of English instruction and workers will learn everyday usage as well as the language of the trade." No further mention is made of the specifics of this instruction,

nor are its values "sold," as those of the sewing skills clearly are. The reason for not highlighting the E.S.L. component even more seems to be that workers have been eager for E.S.L. instruction, so selling didn't seem to be necessary. Moreover, in the intake interview, there is reference to the E.S.L. instruction and, according to Ms. Ip, who sees many of the applicants at that time, all of them need and want the package of both the advanced sewing skills and E.S.L.. Some want the sewing more, some want the E.S.L. more, although according to her, all need the English.

The two students interviewed said they had benefited from both aspects. One student said she had been sewing for many years, but had been able only to sew "plain things" and wasn't good at other jobs that required knowing how to sew a pocket, a blouse, a skirt, a zipper.

She also found the E.S.L. classes very good--she had not known the names for things on the machines. She learned how to use the machines to know what to call the stitches and parts of the machines. She knows how to construct sentences now, too. The student also volunteered that she found the health and safety classes on Mondays helpful; in every session there are different things taught. The other student commented about all the "new things" she learned in the program, both in the sewing and in the E.S.L. classes.

VII. INSTRUCTIONAL FEATURES

A. Curriculum and Instruction

Currently, a written curriculum is being developed for the E.S.L. component. Heretofore, the F.I.T. technical instructor has worked from an F.I.T. curriculum that was set down for the morning sewing machine component. The E.S.L. teacher has that curriculum and, using an immersion approach (as differentiated from a bilingual approach), tries to relate the afternoon E.S.L. instruction to the vocabulary and activities of the morning.

Her approach includes first using the sewing vocabulary and concepts with the students in a sewing context and then using them in more generalized contexts. Thus, in the session observed, the use of a tape measure to determine lengths was addressed and reviewed, with students participating as the instructor worked out measurement examples. Language as well as mathematical concepts were involved. The instructor then went on to point out other meanings of the word tape, e.g., recording tape, and discussed how the different meanings are related.

The instructor usually starts each session with the question, "What did you do today?" (She is aware of the morning curriculum, but wants to have the students use English in talking

about their occupations, as set forth in the program goals, as well as to help them review what they learned in the morning.) She structures the rest of the session by developing conversation, then reading activities, then writing, and then reading again. She uses many written excercises, on a great variety of topics, for reading as well as writing instruction and practice. She tries to emphasize vocabulary by including large numbers of different words in interesting fashions. She uses games, crossword puzzles, and tries to make activities as much fun as possible. She tries to approach written exercises in that manner, too, preceding such exercises with conversation on the topic. She also uses a lot of acting out--for fun, oral language, and to help build a group feeling. She tries to develop friendships among the students, a goal she keeps in mind in having the class do specific exercises. In addition, she tries to set up a relationship in which the students feel that they and she are all teaching and learning from each other.

Very little homework is given because of the students' full days in class and additional responsibilities. She does give some, however, and asks that each student spend at least fifteen minutes every evening watching English TV. She also encourages students to do English reading on their own.

There are no specific class textbooks; she uses whatever resources she can to find suitable material. She reports the fullest support from the program director for whatever materials or learning aids she had requested, e.g., a tape recorder, reimbursement for duplicating, etc.

B. Supports to Instruction

1. Attendance and Dropout Followup

Students in the program receive reimbursement of $30 per week for carfare and lunch, a total of $150, upon completion of the classes. Attendance in the program is very high, 90% in the first cycle and 97% in the second cycle. When an absence occurs, a phone call is made to the student by either Ms. Andrade or Ms. Ip, depending on the student's language group. No more than three absences are permitted for retention in the program unless there are extenuating circumstances. Attractive "Certificates of Achievement" are given to those who complete the program.

2. Counseling Component

Chinese-speaking students have the opportunity to speak with Ms. Ip and Spanish-speaking students with Ms. Andrade prior to, as well as during and after, the five-week instructional cycle.

3. Staff Development

Rather than there being group meetings among the E.S.L., technical, and health and safety teachers, staff development has been in the form of close contact between

individual teachers and the Director of the Training Program, Ms. Colmore.

According to one E.S.L. teacher, the quality of the contact has been very good. Although there are no lesson plans or formal observations, the teacher said it felt very good to know that she is backed up. She feels respected, that she is listened to, and is told why or why not, in reference to what can or cannot be done, although every effort is made to accede to requests. Thus, carfare was made available when she set up a class visit to a public library--the first such visit for most of her students. Prearrangements were made with the librarian for the visit and for having library cards issued to the students. The Director of the Training Program's background in book writing and publishing appears to be reflected in her enthusiasm and support for such endeavors. It is hard not to believe that those attitudes will infiltrate the program and, in turn, affect the teachers' and students' attitudes. The Chinese language E.S.L. teacher receives similar support from Ms. Colmore. The E.S.L. teacher stated that in addition to continuing the fine individual support, meetings with the other teachers would be very valuable, too.

The program is characterized by a highly respectful attitude toward the students, expressed not only by not concentrating unduly on the students' immigrant status, a point made by the E.S.L. teacher, but by asking for student input and reactions to the instruction. Thus, an evaluation form, entitled, FINAL PROGRESS REPORT, has been developed and was distributed. In it, nine items, on 1 to 5 rating scales, are asked about the student's perception of her own progress, (seven on the sewing component and two on the E.S.L.). Students are then asked about the quality of instruction, introduced under "NOW, please tell us how YOU would teach the classes!" Four open ended questions, two on the sewing class and one each on the E.S.L. and the health and safety classes are presented, for example, "If you were the instructor in the English-speaking classes, would you have done things any different?" The responses to the questions are examined carefully by the staff, with an eye to improving the program.

PART II -- PROGRAM IMPACT

I. EVALUATION PROCEDURES AND MEASURES

Current methods of assessment are based on teacher observations, performance measures, records, and student feedback.

A. Pre-test Measures

The "pre-testing" is in the form of initial intake interviews to determine the applicant's proficiency. Informal assessment indicated that all the students needed English assistance. Eligibility requirements included unemployment status, knowledge and experience as a sewing machine operator, and legal U.S. residency. There are no language eligibility requirements.

B. Course Measures

These consisted of evaluations based on product execution in the technical course component, and evaluations of skills underlying literacy in the verbal course component. In addition, the pilot self-report evaluation form was administerd.

1. E.S.L. Teacher Evaluation. This was in the form of informal teacher observations. The E.S.L. teacher observed growth in several areas. These included self-esteem, vocabulary development and expressive language. In regard to self-esteem, the teacher commented that some of the students with limited English proficiency and little formal education were diffident initially. As the course progressed, however, they appeared to become more secure and confident. Many of these students were more willing to speak out and to ask questions. This growth in confidence is deliberately fostered by the teacher. Teaching is viewed as a two-way street where both teacher and student learn from each other. Academic goals are approached through exercises calculated to promote friendship and trust within the group, e.g., course terminology is made meaningful through conversations and discussions which encourage students to share personal experiences.

Vocabulary development was a major goal. The specific workplace literacy objective was: "to learn and to be able to state in English the parts of a garment; to know and be able to describe in English the story of a garment from idea to store." Consequently primary emphasis was placed on developing vocabulary necessary to understanding performance tasks of the curriculum. The technical and language components of the program are coordinated so that terminology used in the technical instruction of the morning is reviewed and elaborated upon during E.S.L. instruction in the afternoon. An attempt was made to expand vocabulary in regard to both size and setting. Many new

words are introduced by the teacher who feels that by doing so, more vocabulary is retained. According to her, retention appeared to be very good because new words were used spontaneously in conversation.

Expanding vocabulary in regard to application to wider contexts was approached by moving from a definition specific to a sewing context to definitions appropriate to more generalized contexts, e.g., from "straight seem" to "straight talk," " straight person," "straighten an argument." In both aspects of expansion, size and setting, the teacher observed progress as evidenced in conversation and written work. More words were used and words were used in different contexts.

The teacher also observed improvement in oral and written expression, e.g., in the use of tenses, pronouns, making simple but compelete sentences, and facility in word placement, (turning a statement into a question and vice verse e.g. "you were there" into "were you there?"). Those were specific topics of instruction. Both oral and written expression reflected this. Oral responses were fuller and more complete. Students could speak in simple but complete sentences, using the simple tenses correctly. The quality of responses also improved. Instead of only making statements, answers were supported by logical reasons. Oral reading also became more fluent.

Growth in written work was similar to that of oral expression. Much of the writing was board work so that the teacher was able to monitor work closely. Students demonstrated knowledge of grammar being taught, such as making contractions, pronoun/antecedent substitution, simple tense usage, complete sentence formulation.

2. Performance Evaluation. These evaluations were based on product execution. The primary objectives of this component were speed, accuracy, dexterity, and versatility. Evaluation was based on these dimensions which were consonant with the course goal of job placement. Although these workers had knowledge of and experience with the operations of sewing machines, their skills were limited in regard to the type of sewing operation they could execute, and the part of a garment with which they had had experience, (they might only have stitched straight seems on pants). To make these displaced workers job marketable, it was necessary to upgrade their skills by increasing their speed, accuracy, dexterity and versatility. In order to accomplish this, the program taught workers:

a. How to use the single-needle lockstitch (Singer), double-needle coverstitch and overedge (Merrow) machines.

b. How to use different sewing machine attachments, including seam guides, positioners and undertrimmers, hemmers and folders.

c. How to do different kinds of section work such as setting for the zipper, collar, sleeves, pockets and waistband.

Techniques for sewing faster and more acurately were also given. Speed of execution was measured by a stop-watch. Dexterity was evaluated by how well and accurately students were able to execute such tasks as stitching straight lines and forming perfect circles. Demonstration of versatility was based on progressing from work on one small part of a garment, such as hem stitching, to more complicated garment parts, such as, pockets, collars, and sleeves, which required more expertise.

C. Post Measures

The evaluation procedures did not include pre- and post-testing of literacy performance for comparison purposes because of the short duration of each class. The post measures consisted of records of attendance, job placement, recruitment/enrollment applications, student comments, and final evaluations (in preparation at the time of this report).

1. Retention rate. This rate, based on class commencement attendance and class completion attendance was as follows:

Class 1 (Chinese cycle) 95% (19 completed out of 20 who started)

Class 2 (Hispanic cycle) 90% (19 completed out of 21 who started)

Compared to the 60% retention rate cited by the U.S. Department of Education for comparable programs, these rates are excellent.

2. Job Placement. Of the 19 workers who completed the program, 84% (16) were placed in paid positions where they received on-the-job-training for a trial period of five weeks. (At the end of this period, the employer has the option of continuing or discontinuing employment.) Eighty-four percent compares very favorabably with the 72% rate required for funding to continue. However, it is somewhat misleading as an indicator of program impact because the other graduates were not placed for personal reasons, rather than the inability of the program to do so. Pregnancy, vacation, and visit to native land were the reasons for graduates postponing on-the-job training positions. Thus, the percentage of students not placed reflect postponement of placement rather than the program's inability to place.

At the time of this report, job placement figures for Class 2 were not yet complete.

3. Recruitment/enrollment. Although enrollment for the next cycle was taking place, at the time of this report, approximately 24% (4 out of 17) were recruited through word of mouth.

4. Student Comments. Students were asked to comment about ways the course had been useful. Some of the ways included, learning how to read the classified section of the New York Times for finding work, how to find literature at the library, studying about parts of the body, learning parts of machinery. One student remarked that because of this program, she wished to enroll in an English class in September.

II. FUTURE ASSESSMENT PLANS

1. Reunions and social gatherings for graduates have been proposed as a means of collecting follow-up information regarding occupational change and activities related to literacy (enrollment in other courses, degrees, library cards, subscription to reading materials, etc.). Experience indicates the inadequacy of voluntary self-report as a source of follow-up information.

2. A data base systematizing record keeping is being planned to facilitate information dissemination.

III. ISSUES

Because the program has been in operation for only several months, comprehensive information and final evaluations are not yet available. Consequently, the director thought that comments regarding problems would be premature at this time.

IV SUMMARY COMMENTS

Measures suitable for pre-post testing of literacy performance changes remain to be developed. Such measures would need to take into account the short duration of the class, which precludes measurement of appreciable changes in areas commonly associated with literacy, such as reading comprehension as traditionally measured by standardized tests. An alternative measurement tool would need to capture literacy change in smaller units than those employed in standardized measures. Perhaps an in-house tool might be created based upon teaching approaches in the literacy component of the program. For example, one way used by the teacher to develop vocabulary is by expanding it from the concrete sewing setting to a more generic context. Some of the specific sewing terminology that lends itself to generic expansion

could be used as a measure of the course's literacy impact. Because of the level of language proficiency of the workers, the measure most likely would have to be oral. The resources of the program in regard to money, time, and staff would determine the length of the test, and administration procedure. If the creation of such an in-house tool were to be considered, some thought might be given to group rather than individual administration.

The foregoing evaluation description indicates that the results are remarkable in view of the short period of time in which the program has been operating. The commitment and expertise of the staff is evident in the success of the program.

CASE STUDY 6
PATTERN MAKING

A Course Offered by the Worker-Family Education Program of the ILGWU

PART I

The following description is based on interviews with Tracy Gross, Project Director; Paula Hajar, Project Coordinator; Dierdre Freeman, Staff Developer; Belle Cheverino, teacher of a pattern-making class; Denise Ribeiro, E.S.L. teacher; and two students. Both a pattern-making and an E.S.L. class were observed in session and curricular and other relevant materials were examined. An interview was also held with Francine Boren for background on this and other workplace literacy programs. The information was gathered during the months of April, May and June, 1988. Site visits were made on May 25, 7, and June 14, 1988.

I. INSTITUTIONAL SPONSORSHIP

The program is supported by the International Ladies Garmet Workers Union as part of its Worker Family Education Program, as well as by the Consortium. It has been in operation since March 1988. One cycle has been completed at this point.

II. PROGRAM GOALS

In a broad context, the program addresses the industry-wide problem of overseas job flight. Because of this problem, workers in this country need to develop the kind of high grade skills required in American manufacturing. The program is designed to help upgrade the workers' current levels of garment industry skills and thus aid in job retention. In the case of patternmakers, such skills include language skills, since a patternmaker needs to be able to communicate clearly with an employer about the patterns and designs being made.

The specific goals of the program, then, are to have the students learn patternmaking skills and learn English in the context of pattern-making. Currently, E.S.L. is the workplace literacy focus. The director, however, is now looking into the possibility of offering basic education as well as math, because of the needs of some of the students who have been attracted into the program.

III. PROGRAM SCOPE AND DESIGN

A. Personnel

1. Tracy Gross: Project Director. With the program since March 1988. Background in Art Education as well as experience in other literacy programs of the Consortium. (The

program was initially directed by Rosa Mejias, who selected most of the teachers as well as the site).

2. Paula Hajar: Project Coordinator. With the program since March 1988. Background in education, teacher training, and supervision. Her responsibilities include overseeing staff, developing E.S.L. curriculum, and on-site coordination of the day-to-day operation of the program.

3. Anne Kenny: Part-time supervisor administrator. With the program since March 1988. Background in supervision. Teaches at the High School of Fashion Industries during the day. Her responsibilities include advising for the technical component of the program; ordering technical component supplies; supervising the site during class sessions, liaison with the technical teachers. Ms. Kenny also helps in the recruitment of technical teachers.

4. Zaina Khan: Paraprofessional. Background as an ILGWU administrative assistant. With the program since 1986-1987.

5. Denise Ribeiro: E.S.L. teacher. With the program since March 1988. Background in E.S.L. and adult education. Teaches E.S.L. at a community college during the day.

6. Belle Cheverino: Technical teacher of the patternmaking component. With the program since March 1988. On the staff of the High School of Fashion Industries.

7. Barbara Singleton: Technical teacher of the patternmaking component. With the program since March 1988. On the staff of the High School of Fashion Industries.

B. Structure and Schedule

There are two patternmaking classes in the program, each with twenty students enrolled. The first and current cycle was scheduled for fifteen weeks, from March through June, because of the time at which funding was first made available. Ordinarily, and in the upcoming cycle, the duration of the course will be a full school year, from September through June.

Both classes meet on Tuesday and Thursday evenings from 5:15 to 8:15. About one and one-half hours are scheduled for technical, patternmaking instruction, and roughly the same amount of time is scheduled for E.S.L. instruction. (Toward the end of the course, as students felt the pressure of completing the term project, somewhat more of the time was taken up in the technical classroom.) Two different patternmaking techniques are demonstrated each evening.

In each class, the students start the evening by observing their technical teacher demonstrate a pattern technique. Using that technique, the students work on carrying out

individual projects for fifteen minutes to half an hour, until it is time for half of the class to join half of the other technical class for an hour or so of E.S.L. instruction. Based on their CREST scores, the two halves have been matched for English language ability, as have the other two halves of each class. While the combined first two halves of each class are having their E.S.L. instruction, the two technical teachers are each giving a demonstration of a second pattern making technique to the second two halves of each class.

The first half of each class returns to the technical rooms after the first E.S.L. session is over, and the second two halves take their place. The technical teachers then proceed to repeat the demonstration of the same second patternmaking technique for the returned halves of the class, while the E.S.L. teachers give the combined second two halves of each class an E.S.L. session appropriate to their language levels.

To get an idea of what language and concepts were introduced in the patternmaking class, the E.S.L. teacher sits in on the evening's first demonstration by one of the two teachers (alternating teachers from night to night). During the fifteen minutes or so that all the students in each class are working on the technique of the first demonstration, the E.S.L. teacher makes her plans for that evenings' two E.S.L. classes, in order to prepare a suitable E.S.L./patternmaking-related lesson plan. In addition, the E.S.L. teacher escorts the students to and from the E.S.L. classroom.

At this point, the project director as well as other members of the staff are concerned with working out a more comfortable system. The current schedule tries to address the different language levels of the students by having E.S.L. classes homogeneously set up, while at the same time avoiding the total separation of the patternmaking students on the basis of their English language fluency. Both are worthy goals, and speak well for the values of the program planners. Conceiving a smoother schedule, built on the experience of this first cycle, is apparently the next step.

C. Recruitment

Recruitment for the first cycle was effected through an ILGWU Worker Family Education Program brochure, which listed the patternmaking course among several others. Word-of-mouth was another recruitment source.

The initial response was overwhelming, and included many persons who were not eligible so that intake screening was necessary.

D. Entry Requirements

There are no entry requirements other than being a union member or related to a union

member and legally resident in the United States. Language or literacy ability is not taken into account for entry, nor is prior work experience.

E. Intake Procedures

For the first cycle, intake of applicants was processed through the union locals, where applicants filled out registration forms and eligibility was determined. Applicants then showed up on the first day of classes and were enrolled on a first-come, first-served basis. There were no individual interviews by members of the pattern-makers workplace literacy staff. On the first day of class, however, the program administrators visited the classes to explain the program.

IV. SITE

The classes are held in three rooms on the sixth and seventh floors of the High School of Fashion Industries at 225 West 24th Street in Manhattan; the administrative offices are in the ILGWU building near West 54 Street. Though the classrooms in the well-built old high school are in dire need of replastering and repainting, they are spacious, with high ceilings and lots of windows. The students sit and work in high school-sized chairs, at long wooden tables, all facing the fronts of the rooms.

V. STUDENT DEMOGRAPHICS

A. Number of Students

There are twenty students enrolled in each of the classes. A goal of the program was to have twenty students in each class, but because of drop-outs and replacements a larger total was actually registered by the end of the course.

B. Employment Backgrounds

Most of the students in the current cycle are working--in a wide variety of garment industry sectors, although there are some who have been laid off. Because classes are held in the evening, the students who work are able to attend.

C. Age

The students range in age from approximately 30 to 50 years, with a median of 35-40 years.

D. Gender

Approximately 80% of the students are female.

E. Ethnicity

Forty-seven Hispanic, from a variety of Latin American countries; one Irish American.

F. Schooling

Few students have high school degrees. Some of them are taking E.S.L. classes concurrently with this course.

G. Reading/Language Ability

After the first week of class, each student was tested on the CREST, to assess his/her English languge ability. Retests were planned for the end of the course, to measure progress. The results were also used to subdivide each class into the two E.S.L. homogeneous groups.

From the results of the inital testing, it appeared that 90% to 95% of the students have need of E.S.L. instruction. In addition, as noted above under Program Goals, from the experience of this first cycle, some of the students' needs for basic education have become apparent in this as in other ILGWU technical courses. Ms. Gross is contemplating setting up basic education classes to which students from various ILGWU technical courses, including this one, might be referred. Basic math, as well as basic reading and writing are among the needs of such students.

VI. STUDENT MOTIVATIONS FOR TAKING THE COURSE AND HOW THEY ARE ADDRESSED

The students in the program are highly motivated to learn patternmaking. According to teachers they are very creative, and patternmaking is an art. They also want to better themselves, to get jobs as patternmakers as a result of up-grading their skills. Many, though not all of them, were not aware that there was an E.S.L. component in the program until the first night of class. At first, the students who had not known this were surprised and some were reluctant, because they were primarily interested in the patternmaking. They now realize, as has been stressed in class, that they may not get a better job on their patternmaking ability alone, but will need better English to communicate with their employers, and to explain what they are doing when they make a new pattern.

The students' motivations are being addressed through the classes. To meet the goal of explaining to an employer what they are doing, the E.S.L. teacher stresses the vocabulary and concepts of the technical classes during the E.S.L. instruction. Literacy progress has also been made, at least for some students. One student stated that she now reads Newsday and marks down every word she doesn't understand. Another student stated that she is more knowledgable

about spelling and about American usage. She is bilingual, from a country where British/Jamaican English is used. Both students described the teachers as very patient, and able to explain things in a nice way. They both felt that there was not enough time to learn all there was to know either in the patternmaking or in the English. The next cycle's duration from September 1988 through June 1989 should address that difficulty.

VII. INSTRUCTIONAL FEATURES

A. Curriculum and Instruction

The technical part of the program is spelled out in a list of "Instructional Objectives and Activities" that are set down for each of the trades for which the ILGWU has set up classes. These are found in a report that Ms. Hajar prepared for the New York State Department of Education. The objectives and activities for the patternmaking classes include, for example, knowing and applying the basic concept for such patternmaking skills as dart manipulation and drafting of collars.

In addition, among the listed minimum goals for the technical course are "students will be able to work with and read a ruler; do simple fractions; understand the language of pattern-making."

The technical teachers, who also happen to be on the staff of the High School of Fashion Industries, are experienced in teaching patternmaking, and appear to be clear about the patternmaking aspect of the curriculum. For them, it is the E.S.L. component that is new, and they have had to accommodate to the short duration of the course as well as to the movement of students in and out of their rooms that is entailed by the current schedule. One way to compensate for the limited time is through homework. Each student develops an impressive notebook, in which all the patternmaking designs demonstrated in class are repeated by the student in ¼ inch scale patterns. These exercises can be completed at home when time does not allow completion in class. The notebooks are also used to list vocabulary words that come up in the class lessons. The notebook is collected and marked at midterm and at the end of the term. In addition, there are mid-term and final examinations in which students are given the sketch of a garment for which they must make a pattern.

The E.S.L. teacher, on the other hand, appears to have no set, sequenced curriculum at this point--the E.S.L. classes function primarily on a day-to-day basis. The workplace literacy contents of each session are derived from that day's patternmaking demonstration by the technical teachers, as perceived by the E.S.L. teacher. The E.S.L. teacher tries, within the

fifteen minutes or so between the first demonstration and the time that the first group of students goes to the E.S.L. classroom, to plan an appropriate E.S.L. lesson related to the demonstration that was just given. The E.S.L. teacher, who is highly experienced in E.S.L. instruction, also supplements with any E.S.L. material to which she has access, such as various duplications and excercises from the book Side by Side.

Because the E.S.L. component was new, the project coordinator had not wanted to put materials in the hand of the E.S.L. teachers in advance and risk having the materials dictate the instruction. Rather, it seemed more desirable to have teachers assess the students' needs when they were already in class and work from there.

To aid the E.S.L. teachers, the technical teachers give them any relevant written materials they have, and the coordinator has provided such materials as the Table of Contents of the publication, Speaking Up in the Workplace. She does not want a focus on doing written exercises but rather, a focus on a process/writing orientation.

During the E.S.L. session observed, the teacher began by guiding the students in the development of an experience chart that she wrote on the blackboard. There was some grammar discussion (correct tense) during the development of the experience chart. The chart was then discussed and read aloud. It related to that day's activities.

The class went on to a lesson on did/didn't/was/wasn't, using a work sheet xeroxed from the E.S.L. textbook Side by Side: English Through Guided Conversations, by Steven J. Molinsky and Bill Bliss, Prentice-Hall, 1983.

Throughout the session, the students were very verbal, engaging freely in discussion, and participating with enthusiasm.

From interviews with students, as well as from the class session observation, the students seem to enjoy the E.S.L. part of the program even when they are most eager for the patternmaking.

B. Supports to Instruction

1. Rollbook attendance is kept and students are called after two absences. Recently Zaina Khan, a paraprofessional, came on staff and has been doing some followup on absences. There is very little dropout, but there is a waiting list so that the places of students who withdraw can be filled by other interested workers. After three to four absences, unless the student has a good reason for not attending, a student is replaced by a worker on the waiting list. (This will change, however, during the next phase of the program. People will have to wait until the beginning of a cycle to enroll.)

2. Counseling Component

There is no formal counseling component. Students speak informally with their teachers, with Ms. Hajar, or with their junior local representative.

3. Staff Development

There have been several meetings of the E.S.L. and technical staff since the start of the course. The first was to discuss administrative matters, and the second was on instruction, to talk about needs and expectations for the rest of the course, including techniques for getting students to talk. A third meeting was a spontaneous one, in response to a teacher's request to talk about the course objectives set down by the union. In addition, a meeting to evaluate the course is planned for the end of the school year.

Ms. Hajar, the Project Coordinator, is responsible for direct staff support and development. She visits every class every day and sits in on the E.S.L. class on a regular basis, at least one time every week. She then feeds back her observations and questions to the teacher. Another method of staff communication is the sending of detailed memos to the teachers, together with relevant instructional and other materials. The memos contain information about general program procedures, suggestions for instructional techniques, and offers of assistance.

In addition, the E.S.L. and the technical teachers talk informally with each other at spare moments when the classes are in session.

PART II -- PROGRAM IMPACT

This is an example of a workplace literacy program which focuses upon the language and terminology of concepts underlying skills for a specific job: pattern making. Most of the students have limited English proficiency and need E.S.L. instruction.

Developing the communication skills of pattern makers is part of a broad effort on the part of the industry to meet foreign competition by improving the quality of its goods. For the pattern maker, effective communication skills is an important aspect of design consumation since the successful execution of a pattern is based on the pattern maker's ability to communicate and clearly convey the ideas underlying the design of the pattern.

I. EVALUATION PROCEDURE AND MEASURES

The current procedures include pre-test, on-going course and post-measures.

A. Pre-test

The CREST (Criterion Referenced English Syntax Test, Intermediate Level) was used as a pre-test measure. The test was used as a placement and diagnostic tool rather than as a measure for comparing pre-post-performance. The scores helped form two groups for E.S.L. instruction which were roughly homogeneous in English proficiency. The CREST was developed by the New York City Board of Education, Division of High Schools, as a measure of English syntax proficiency. The format of the test is that of sentence completion with four multiple-choice options, and lends itself to group administration. The question is a sentence with one blank which the student completes by choosing one of four options (e.g., I _____ cold water 1) eat 2) sleep 3) drink 4) write). The first 50 items of the test was administered to the student and tested such elemental concepts as nouns, pronouns, verbs, number, agreement, tense, contractions, etc. Each correct item was scored as one point. The results are as follows: N=28; Average = 22.1; Median = 20; Range = 0-48

These scores were used as one means of assigning students either to a beginner or intermediate section of E.S.L. instruction.

B. Course Measures

These measures evaluated both the technical and literacy aspects of the program.

1. Technical evaluation. The lessons are hands-on instruction and learning is organized around projects. All students learn basic concepts of flat pattern for specific application

such as, dart manipulation, neckline changes, skirt changes. Class goals include ability to:

- o read and use a ruler
- o do simple fractions
- o manipulate the pattern correctly (cutting, slashing, pivoting and folding)
- o execute simple pattern changes
- o understand the language of pattern-making

Students were expected to create a working reference pattern-making notebook for themselves, listing technical terms and lesson vocabulary as they learned each new technique. Evaluation included:

a. On-going assessment of student replication in 1/4 inch scale patterns of all lessons and work done in class.

b. Mid-term and final week evaluations based on the creation of a pattern from a sketch. Questions could be asked regarding style of the sketch, but not about pattern making. Notebooks could be consulted during the test.

c. Final technical evaluation. The final technical evaluation of the course was based on performance and class participation. A rating scale from 1 to 10 (low to high) was used to rate each student in regard to the following behaviors:

BEHAVIOR	CLASS AVERAGE (N=26)
Daily Classwork and final performance	8.2
Class Participation	7.2
Helpfulness to others	8.1
Effort to communicate in English	7.5

Grade Equivalent: 10 = A; 8 = B; 6 = C

With the exception of one student, all the students received a "C" or better for performance. All but three students were recommended for an advanced course. The reasons for not recommending the others were because of lack of speed, or in the case of one student who was an office worker, a need for more experience.

The class average for technical performance was approximately a "B". The class averages for participation in class discussion and in effort to communicate in English were approximately equal, C+ (7.2 and 7.5, respectively). A frequent assessement comment concerned the need for improvement in English proficiency skills.

2. Final Evaluation of Literacy. The basis for this assessment were summary comments regarding individual student progress. In addition to promoting the verbal skills required to understand and apply the concepts specific to pattern-making, students developed fundamental literacy skills based on individual needs. Progress was noted, for the most part in oral and written language. Some students, who could already speak fluently, improved in pronunciation; others, who knew little English, began to recite and speak in complete sentences. The ability to use simple tenses was also demonstrated in speaking, particularly in using the present continuous and past tenses. Many students became more skillful in formulating and asking questions beginning with who, what, where, when, why, and how. Several students also improved in writing ability. Progress was made in regard to formation of complete sentences, the use of irregular tenses, punctuation, and spelling. Composing letters was a means of making writing relevant.

Growth in confidence was noted frequently; evidence of this was in the willingness to participate in class discussion and in the sharing of personal experience. Those students with limited oral expressive skills were often reluctant to speak. To help them gain confidence, they were given pronunciation and oral reading exercises. This enabled some of the students to become more active class participants.

C. Post Measures

These measures included readministration of the CREST (Criterion Referenced English Syntax Test), retention record, and student feedback.

1. CREST. This was readministered as a post measure. The following table compares the pre-and-post results:

	N	Average	Median	Range
Pre-test	28	22.1	20	0-48
Post-test	22	29.3	27	11-49
Average Gain		7.2		

These results are given for the purpose of describing the evaluation measures used rather than as evidence of pre-post gains. As noted earlier, the primary use of this measure was as a placement tool to group students for E.S.L. instruction. The staff did not consider this an appropriate instrument for measuring pre-post gains since the items do not reflect the literacy content which works in tandem with the performance component of the program. Nevertheless, since the CREST represents a test of generic literacy, the gain is evidence of the program's positive impact on some general aspects of literacy.

2. Retention Rate. The rate of retention was 56% which is based on the number who completed the courses (27) and the number who enrolled (48). If the retention rate is calculated separately for the two classes of the program, it is 75% for one class-15 out of 20-and 43% for the second-12 out of 28. Follow-up information regarding those who dropped out of the class with the lower rate indicated reasons for 11 students as follows:

REASONS	NO. STUDENTS
Not what they wanted	2
English too advanced	2
Enrolled too late to catch up	1
Sickness	1
Schedule conflict	1
Got a job	1
Wanted more time in English	2
Inadequate performance and English Skill	1

3. Student Feedback. Students were asked to provide course feedback regarding both the technical and English components, and also to indicate the program's impact on job status and education.

   a. Technical Evaluation. Twenty students out of forty-eight filled out a form indicating a "Yes" to the following questions requiring a Yes or No response. (There were no "No's".)

      Question

      Have you learned what you want to learn?

      Did you understand the technical teacher's explanation?

      Did you find it easy to ask questions and get help from the teacher if you needed it?

      Did you have enough materials to work with?

      Did you like the project you worked on?

      If a more advanced class is given next fall in this field would you be interested in taking it?

   b. English Evaluation. This evaluation form asked the following "Yes" or "No" questions:

N=21	Frequency	
QUESTIONS	YES	NO
Have you ever taken an English class before?	13	2
Do you intend to continue your study in English?	20	1
Was it easy for you to ask questions when you didn't understand the work?	15	3
Do your reading and writing skills help you in learning English?	16	1
Do you like to learn mostly from talking and listening?	15	4

(Not all items were checked by all students.)

Students were also asked to indicate areas of reading and writing where they felt they needed more practice. The most frequently mentioned reading material included books, newspapers, magazines, work manuals, restaurant menus, and advertisements. They also wanted more practice filling out applications for hospitals, jobs, taxes and insurance. Business letter writing and telephone messages were also listed frequently.

4. Course impact on educational goals. The student evaluation sheet indicated that 20 students intended to continue study of English. In addition, teachers indicated that two students had been counseled regarding college options.

5. Job impact. Five students indicated that since taking the course, there had been a change in their job prospects in regard to job upgrading or responsibilities, and two students thought that job improvement could take place in the near future.

II. FUTURE PLANS

Tracy Gross, the Project Director, said that based on the experience gained from this first program, there were plans to change the course in several areas. Aspects of the course that would be affected include initial intake, coordination between technical and E.S.L. components, and evaluation procedures.

1. Initial Intake. A more elaborate plan for initial intake is under consideration which would give both teachers and students orientation and an overview of the course. This would help prevent student resistance to the E.S.L. component of the program which this course had experienced because it had not been expected by the students.

2. Coordination of technical and E.S.L. instruction. Meetings are planned during the summer to work out curriculum and a smoother procedure for the integration of the two types of instruction. Rather than one, two E.S.L. teachers are planned, one for each technical teacher.

3. Evaluation Procedures. The CREST will be discontinued and a search is being made for a substitute measure which would reflect the goals of the program. A consultant is being hired to help with this. Some possibilities include oral presentations, skits, and writing samples as pre-post measures. The student enrollment application might act as a writing sample for pre-test purposes. This would then be compared with later written work which would serve as a post measure.

III. SUMMARY COMMENTS

Although the program has only been in operation since March, it appears that a great deal has been accomplished in this short time. The extensive feedback from staff and students makes it obvious that careful planning and thoughful anticipation has marked every step of the program. The accomplishments, thus far, have been remarkable and are supported by the results of evaluation.

The suggestion for using the student application for both enrollment and as a pre-test has several advantages. Not only would it be economical in terms of time and effort, but as a writing measure, it would yield quantifiable information for pre-post testing. There are quantitative formulas for assessing each of the principle components of writing, including: fluency; content; conventations; syntax; and vocabulary. Depending on program objectives, one or more of these components could be used.

Ms. Gross and her staff provided fine cooperation and help in the preparation of this report. The amount of information available and the prompt response to requests speaks well for the program's administration.

SECTION V

SUMMARY OF FINDINGS AND GENERAL RECOMMENDATIONS

SUMMARY OF FINDINGS

Although these programs differ with regard to how the concept of workplace literacy was operationalized, they all demonstrated effectiveness with regard to the objectives they had set for themselves. The accomplishments manifested within a short period of time are impressive. While the unions new to the workplace literacy process need further help from the CLC-Consortium for Worker Education Workplace Literacy Program staff, they have exhibited ingenuity and creativity in establishing curricula, finding educational sites, scheduling classes to meet worker needs, and in recruiting individuals who may have been reticent about entering the educational arena. Most important, they have established not only that there is a need for worker literacy education but that unions are eager and able to meet this need. Indeed, the comments of many workers and union observers indicate that workers may be more ready to enter educational programs offered by their unions than they would be to participate in programs in the formalized educational system. In addition, the process demonstrated that union officials have been "turned on" to education and are ready for a broader level of involvement.

With a substantial amount of experience behind them, the Consortium for Worker Education-related unions have accomplished a great deal in a relatively short period of time. In each case, almost every component of a workplace literacy program was in place to some degree, and in a number of instances, to a surprisingly advanced degree. The case studies indicate differential strengths among the programs. Some are characterized by sharp definition of objectives, outcomes, instruction implementation, and evaluation procedures; others are outstanding in preparing evaluation instruments to maximize the results for program improvement. These programs also demonstrated tangible results with regard to literacy. Students have passed written examinations for certification, mastered language and concepts required for upgrading job skills and qualifying for work placement, developed writing and word processing skills, and generally positioned themselves for a better life-style because of exposure to these programs. The administrators and staff are dedicated professionals with considerable talent.

Teachers in both program components, even those who had worked with adults in other adult education programs, expressed delight with the students in their classes. The teachers appeared to be greatly moved by their students' desire to learn--a desire whetted even more by these programs. Among the teacher characteristics most often mentioned by students who

were happy with their program, two characteristics stood out: clear explanations and patience. This may have applications for staff development and staff recruitment.

GENERAL RECOMMENDATIONS

1. A CENTRAL LIBRARY FOR THE PROGRAM

Because the programs represent a rich source of experience and expertise, consolidating these resources into a central bank would enable all programs to benefit. A central library could house guidelines for primary elements comprising a workplace literacy program, modeled after the programs which are strong in these elements. Such a center would be a means of systematizing and recording information which otherwise may be buried in individual files. Housing information in a central reference location would be in the interest of economy of money, time, and effort. It would prevent duplication of information by indicating what is already in existence. Steps to initiate a central reference center could include:

a. A needs assessment based on current and anticipated information required to serve or document the broad scope of program operations, including educational, funding, operational, monetary, etc.

b. A survey of existing information once decisions regarding categories of data have been made.

c. A Program-wide reporting form for the collection and collation of quantifiable data for grant proposals, documenting success, evaluating weak spots and comparing programs. Although program formats and class cycles vary widely across the program, it should be possible to design a form that would include information such as the following: student enrollment, drop-out rates, number of classes held, and number of contact hours (by category of class type and totals for each program); type(s) of evaluation measurements used to determine progress or failure; and number of pass/fail per measurement type. This could be updated quarterly or bi-annually.

d. A multi-purpose computerized data base allowing networking among programs to facilitate information sharing. This would permit records to be updated, accessed and retrieved by all programs so that a broad spectrum of purposes is served.

2. PROGRAM-WIDE TECHNICAL ASSISTANCE FOR PROGRAM EVALUATION

Technical assistance could be made available on a union by union basis. Such a program would make recommendations as to how best to evaluate each program, given that each

program's objectives might be different. Unions varied in expertise necessary to design and conduct their own formative and summative evaluation efforts. Formative evaluation is critical lest program deficiencies go unremediated. For example, programs need to constantly review the extent to which curriculum materials and instructional methods match program goals and the needs of the target population. Summative evaluation is necessary if the claims of program success are to be treated as seriously as the program's sponsors would like, especially when their claims are used as a basis for requesting funding.

3. INTAKE ASSESSMENT PROCEDURES

The problem of student heterogeneity has been a concern of several programs because of the instructional difficulties it imposes. Much of the grouping information is based on self-report at the time of enrollment, which is often unreliable. The plan to publish a catalog of programs offered by the CLC-Consortium, with descriptive information regarding requirements, would act as a self-selective system prior to enrollment and would aid grouping. In addition, if a central source of information were established, containing records with such information as educational and evaluation history, it would facilitate applicant screening outside of the enrollee's own union program.

A thorny question in several programs was whether students should be assessed as part of the intake process because of the fear so many have of being "tested." Perhaps one way to approach the question is to relate it to the type of literacy instruction that is to be given. Specifically, where the literacy teacher used developmental instructional materials that require specific prerequisite skills, or where there is an attempt at functional homogeneous grouping, such assessment can be highly useful. It should, however, be done in a session subsequent to a relaxed intake conference, not as part of an initial interview. In less structured, "language experience" programs, prior individual assessments may not be necessary.

4. PRE-POST EVALUATION INSTRUMENTS

It is widely felt among practitioners and administrators in adult literacy programs that existing standardized tests do not provide accurate measures of literacy skills in adults. Such tests have been criticized from varying viewpoints. For example, the content of the tests is generally not valid for the life experience and educational goals of adult literacy students; testing conditions do not match the conditions in which target literacy skills are actually practiced by adults; and the outcome scores of such tests, "grade level," lack meaning for

literacy practices among adults. Since existing standardized tests of adult literacy abilities appear inadequate, there is a need for the development of alternative methods of testing literacy skills. As suggested in the case studies, in-house instruments might be created. Such instruments should be criterion-referenced, and should take into account the work-specific nature of the literacy instruction in some of the unions. Where feasible, objective pre-post tests might be prepared based on technical terminology used in more generic contexts which would be consonant with instructional methodology currently being used in the program. Another possibility would be to use writing samples where appropriate as pre-post measures, using objective analysis to yield quantifiable results. Besides measuring literacy gains in the classroom, it would be useful to measure improvements in literacy skills on the job. Observation methods, work samples and self-report instruments are some means of studying transfer of classroom gains to the worksite.

5. COMBINING LITERACY AND TECHNICAL COMPONENTS

In programs where the literacy component is added to an existing technical component, as well as in programs where both components are introduced simultaneously, time should be built into the program schedule for discussion and planning by both the literacy and the technical teachers as to how to effect the integration of the two components. It should be assumed that a good deal of such time is necessary at the beginning of a program and on throughout the first cycles, as on-going evaluation, modification, and re-evaluation take place.

6. DOCUMENTING LONG-TERM IMPACT

More effective follow-up procedures to improve both the quantity and quality of information to document long-term impact could be developed. If information solicited at the time of initial intake is processed centrally, it might be possible to collect a substantial body of follow-up data, particularly if uniform guidelines designed to gather follow-up data could be used throughout the program. In regard to this, some of the program directors have made good suggestions, such as in-service conferences and socials or reunions where information could be gathered. A data-bank to incorporate suggestions such as these would act as a reservoir for solutions to common problems. Discussions with administrative personnel and staff indicate that they are very receptive to ideas and suggestions for creating more effective programs, and they are eager to use and share information.

7. TEACHER SUPERVISION AND TRAINING

There is need for program-wide staff development for teachers, to include principles of learning in adults; theories and instructional applications relating to the acquisition of reading, language, writing, spelling, arithmetic skills, specific instructional methodologies effective for the worker population, etc. In addition, there is a need for training of program administrators regarding curriculum development, supervision of teachers, and other areas.

APPENDICES

I

ILGWU STUDENT WRITINGS

MY TYPICAL DAY IN THE UNITED STATES OF AMERICA

I get up at 5:30 am, I brush my teeth, shave and take a shower quickly, some times there is no hot water in my apartment.

After that I make my breakfast and my lunch. I leave home at a quarter to seven. I take the "C" train to 145th Street and then I transfer to the "A" train.

I work at 318 West 39th Street on the second floor. I work from Monday to Friday in an inventory room. Everyday after 7:30 I start my non-stop work. First I check all the merchandise whether I have it for production or not. Then I pass the merchandise to the floor to be manufactured.

After lunch time I check the merchandise that came by UPS. By this time I already have many problems with the vendors, the supervisors, the person who helps me, and my boss.

That is how I do my job everyday. I always get off from my job very frustrated at 4:00 pm and come to school very tired and sleepy and I go to bed about 11:30 pm.

On Saturday and Sunday, I clean the house, go do the laundry, watch T.V., cook, and brush up on my English lessons. THAT'S MY WONDERFUL LIFE IN THIS COUNTRY.

by Ignacio Nunez

THE DIFFERENCE BETWEEN AMERICAN NEW YEAR AND THE CHINESE NEW YEAR

When the celebration of Thanksgiving and Christmas are over with joyfulness, the American New Year followed quietly. February sixteenth, 1988 (29 December of Lunar), is the great festival in China. The Chinese take an extreme interest in this festival.

China has been an agricultural country since ancient times. The first King Chin Loon Si taught his people how to work in agriculture. The queen, his wife, taught their people how to weave in silk for clothes. People were very obedient to the King and Queen.

They worked out the calendar for the weather and separated it into four seasons in one year. Spring for planting, summer for growing, autumn for harvesting and winter for storing and rest.

At this time, they felt that the harvests were helped by the nature of the gods, by their ancestors. They wanted to express their thankfulness. Then, they worshipped the nature and their ancestors. They celebrated with all kinds of their harvests.

As times went by, it became a tradition and the ceremonies were never forgotten at the end of the year.

by Kitty Lee

II

ACTWU WORKER EDUCATION PROGRAM
E.S.L. PLACEMENT AND EVALUATION TEST

ACTWU WORKER EDUCATION PROJECT
ESL Placement & Evaluation Test
Teachers Instructions

Pages 1 - 3

This section of the test evaluates aural comprehension without regard to the student's level of native language literacy.

Procedure: Ask students to circle the picture of the word or phrase they hear. All instructions are in English and should be given simply and may be repeated. For example: " Circle the word you hear." Use the cardboard illustration card to show what you mean. You may repeat the word or phrase twice. If the student still doesn't understand tell her/him not to worry and go on to the next.

Page 1

1) you say " Number 1, table."

2) " Number 2, key."

3) " Number 3, man."

4) " Number 4, needle."

Page 2 Say the number before you say each sentence. Go slowly.

1) " The woman is drinking coffee."

2) " The woman is typing."

3) " The man is washing dishes."

Page 3 Say the number before you give the time.

1) " The time is 9 o'clock."

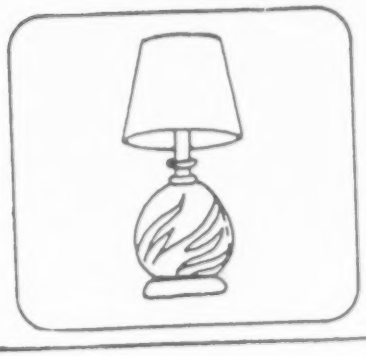
2) " The time is two thirty."

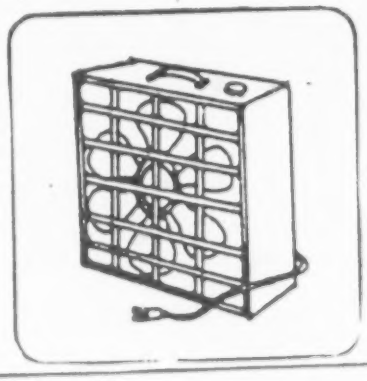
3) " The time is four fifteen."

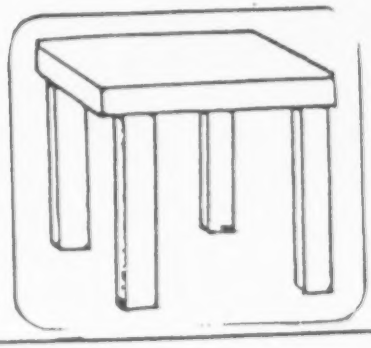
Pages 4 - 6

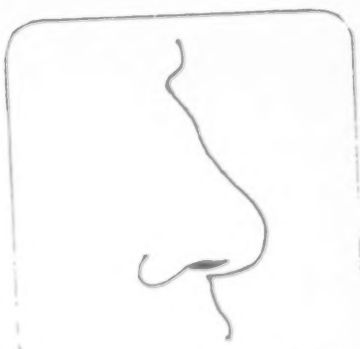
The section presupposes independent reading ability. Students who are unable to manage pages 1 - 3 at all should be asked to go on with page 4, under your careful attention. If this, too, seems entirely impossible, ask the student to stop and attend to her/him once the others have begun working on the rest of the exam individually.

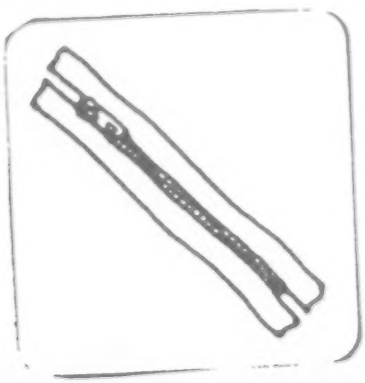
Name: _____ Date: _____

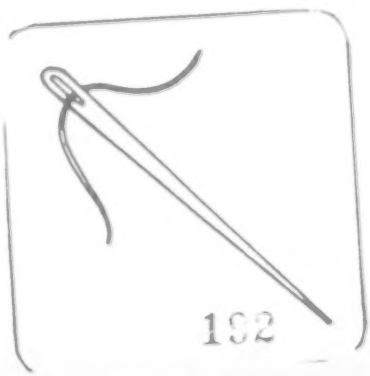


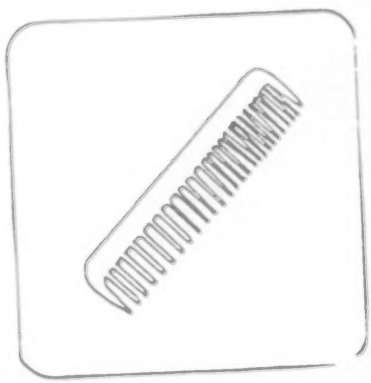




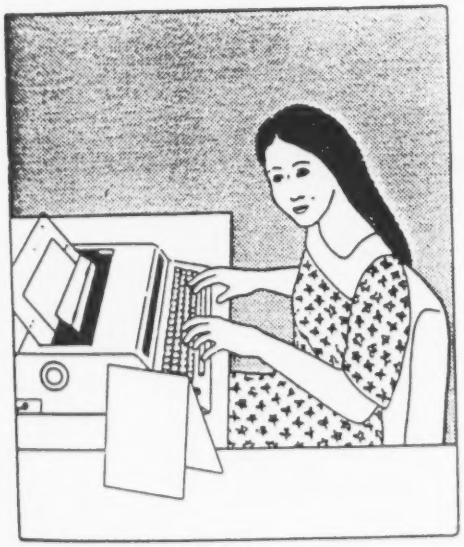


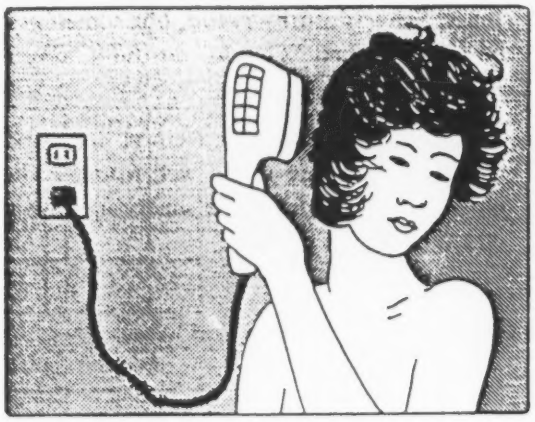


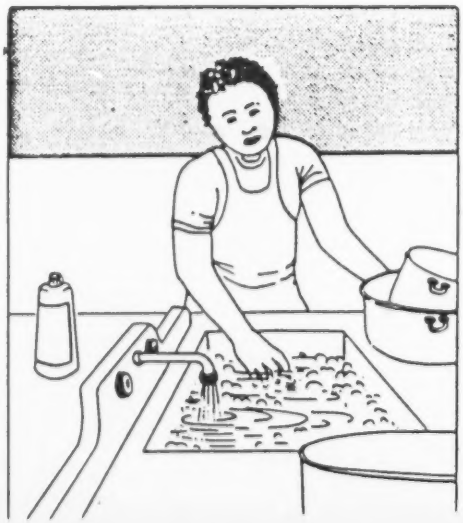




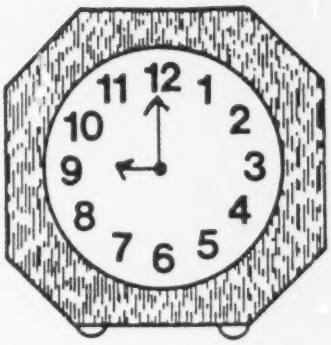
APPENDIX II

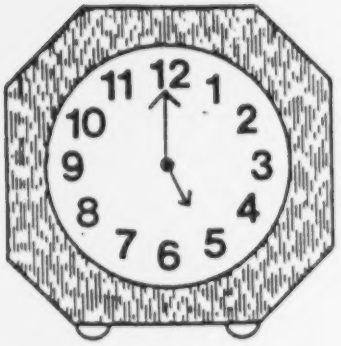






1.


12 1 2 3 4 5 6 7 8 9 10 11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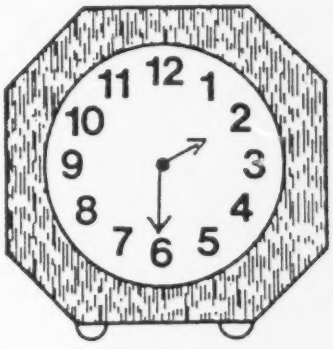
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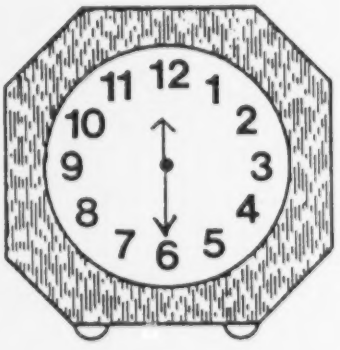
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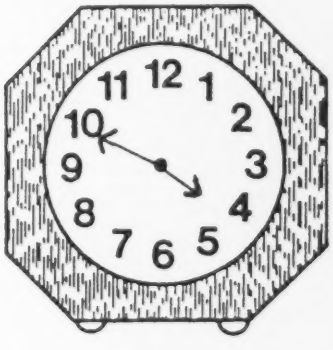
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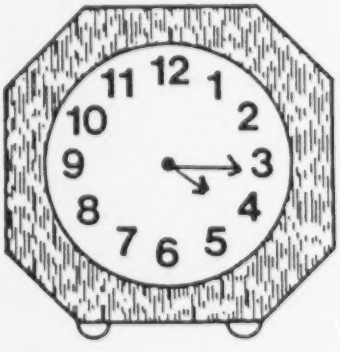

12 1 2 3 4 5 6 7 8 9 10 11

Circle the correct word. Ex. Susan ((is) are) a teacher.

1) Teresa (is , are) from Peru.

2) Jose and Teresa (is , are) from Peru.

3) I (is , am) hungry.

4) They (am , are) at work.

5) We (is , are) happy.

6) Carmen (work , works) in a restaurant.

7) Altagracia and Carmen (work , works) in a factory.

8) You (drink , drinks) a lot of coffee.

9) We (eat , eats) lunch at 12:00.

10) I (take , takes) the subway to work.

Read the question and the answer and circle the correct word for the question.

1) (Where , When) are you from? I am from Guatemala.

2) (Where , When) is your birthday? My birthday is on June 6th.

3) (Who , What) is your name? My name is Tony.

4) (Who , What) is your teacher? My teacher is Ramon.

Circle the correct word.

1) Last night we (eat , ate) too much.

2) I (living , have lived) in New York for ten years.

3) I (took , am taking) an English test right now.

4) When I left my job yesterday, the rain (stopping , had stopped) .

5) Next year my family (buy , will buy) a car.

Read the story then change it to the past.

I work in Brooklyn in a clothing factory. I start my job at 8:30 AM. I finish my job at 5 PM. I have a lot of friends at my job. They are from different countries. We make men's pants.

Last year I _____ in Brooklyn in a clothing factory.

I _____

_____

_____

_____

_____

_____

_____

III

ACTWU WORKER EDUCATION PROGRAM
E.S.L. CURRICULUM ON TRANSPORTATION

APPENDIX III

SKILLS:
TRANSPORTATION VOCABULARY
PRESENT CONTINUOUS

Look at picture A and repeat the vocabulary with your group, then locate the vocabulary in the picture.

Exit Sign

Transfer Sign

To Lexington Avenue/Grand Central Station

Train Cars

Train Windows

Stairs

Underground

Crowd

People Waiting

People Standing

People Walking Down

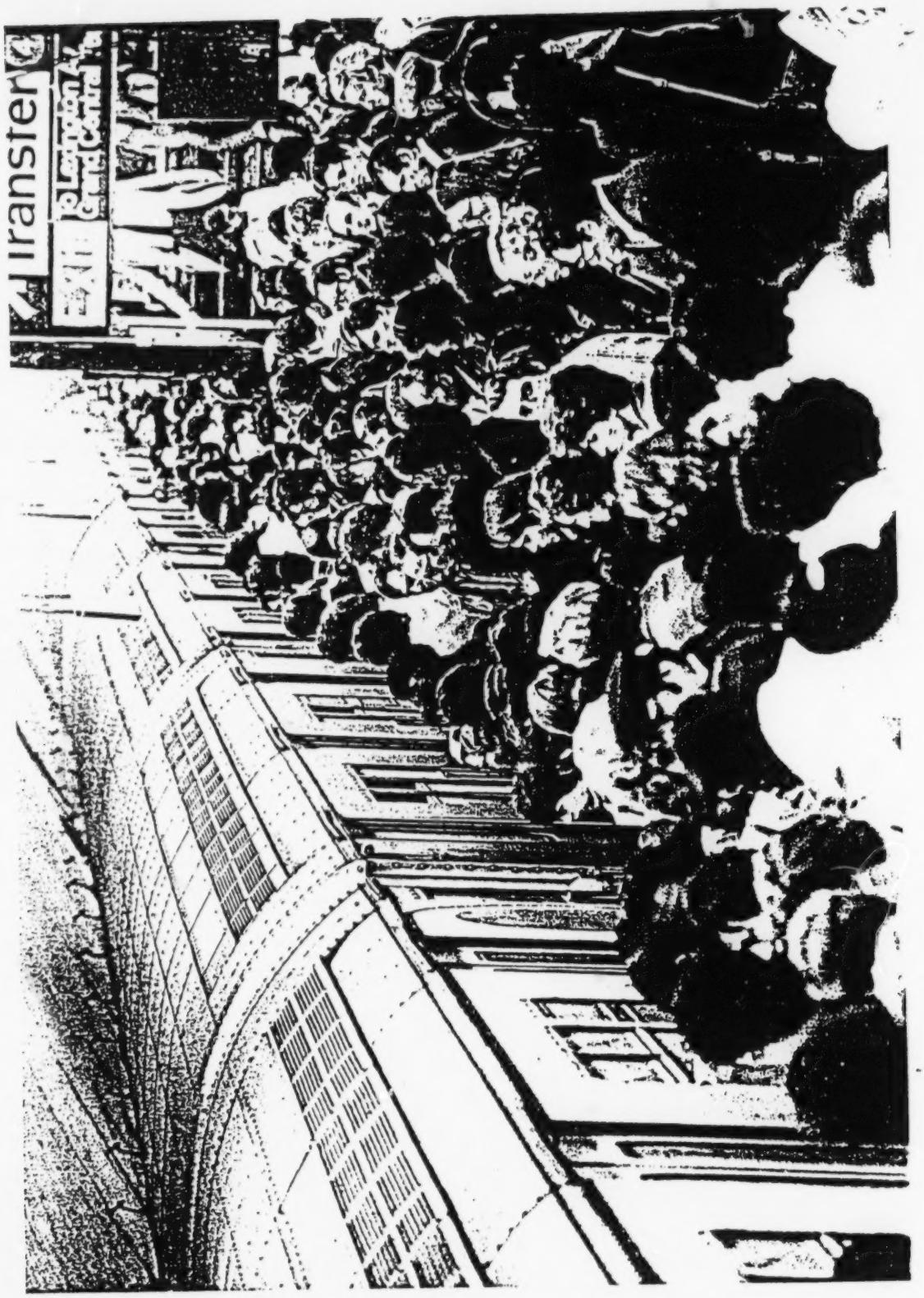
People Going Down

What are the people doing in this picture?

1) The people are _____ the stairs.

2) The people are _____ for the train.

3) The people are _____ on the platform.



PICTURE A

SKILLS:
GETTING TO KNOW NEW YORK
USING A MAP

UNIT I

VOCABULARY: Find the following with your students, using the maps provided.

DIRECTIONS

Uptown
Downtown
Crosstown

CARDINAL POINTS

East
West
North
South

BOROUGHS

Brooklyn
Manhattan
Queens
Bronx
Staten Island

NEIGHBORHOODS

Washington Heights
Harlem
Upper West Side
Upper East Side
Midtown
Lower East Side
China Town
Financial District
Astoria
Long Island City
South Bronx
Roosevelt Island
Coney Island
Greenwich Village
Little Italy

RIVERS

Hudson
East River
Harlem River

BRIDGES

Brooklyn Bridge
Manhattan
Williamsburg Bridge
Queensboro Bridge
Triborough Bridge

PARKS

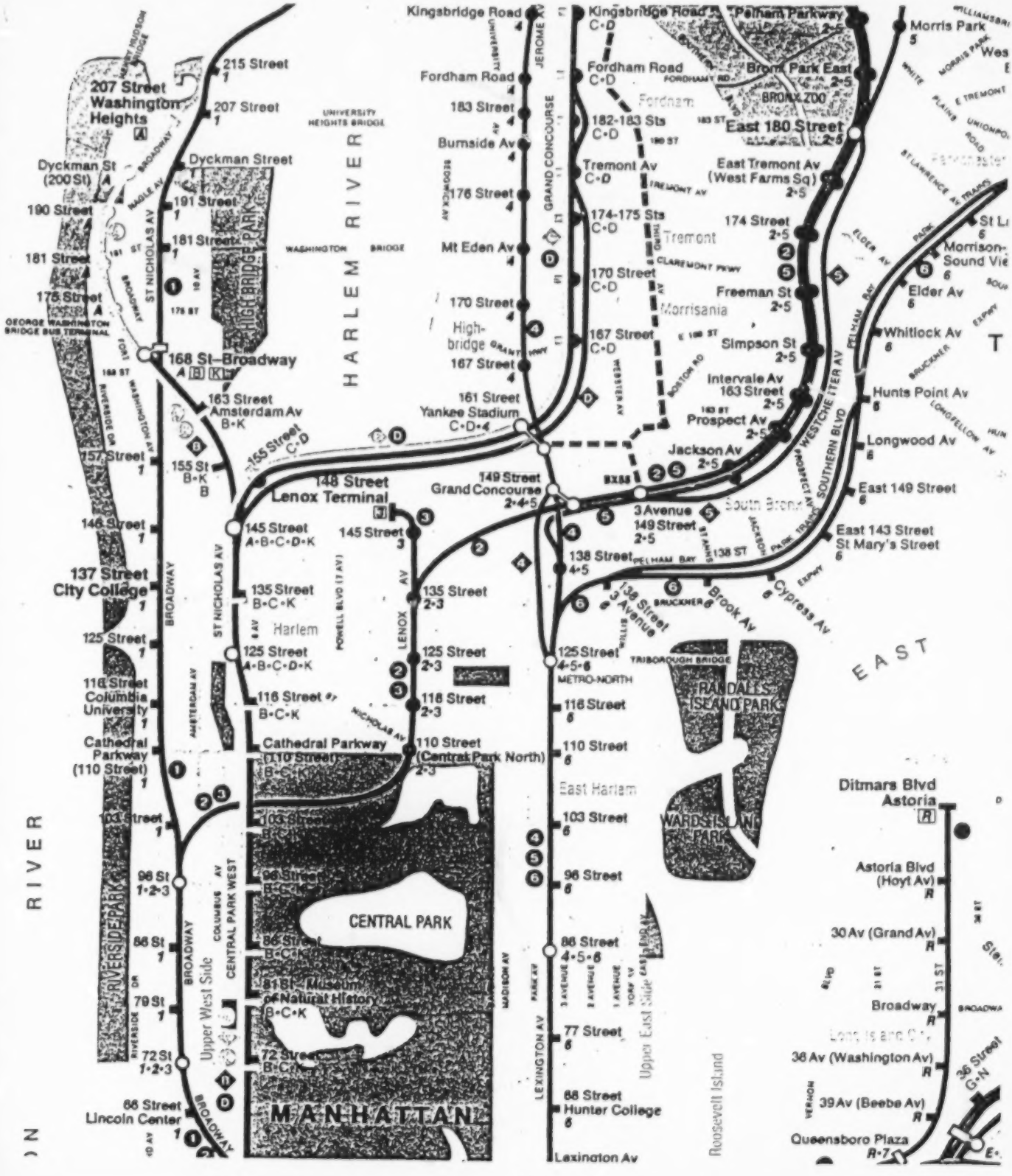
Flushing Meadows Park
Prospect Park
Van Cortlandt Park
N.Y. Botanical Gardens
Central Park

POINTS OF INTERESTS:

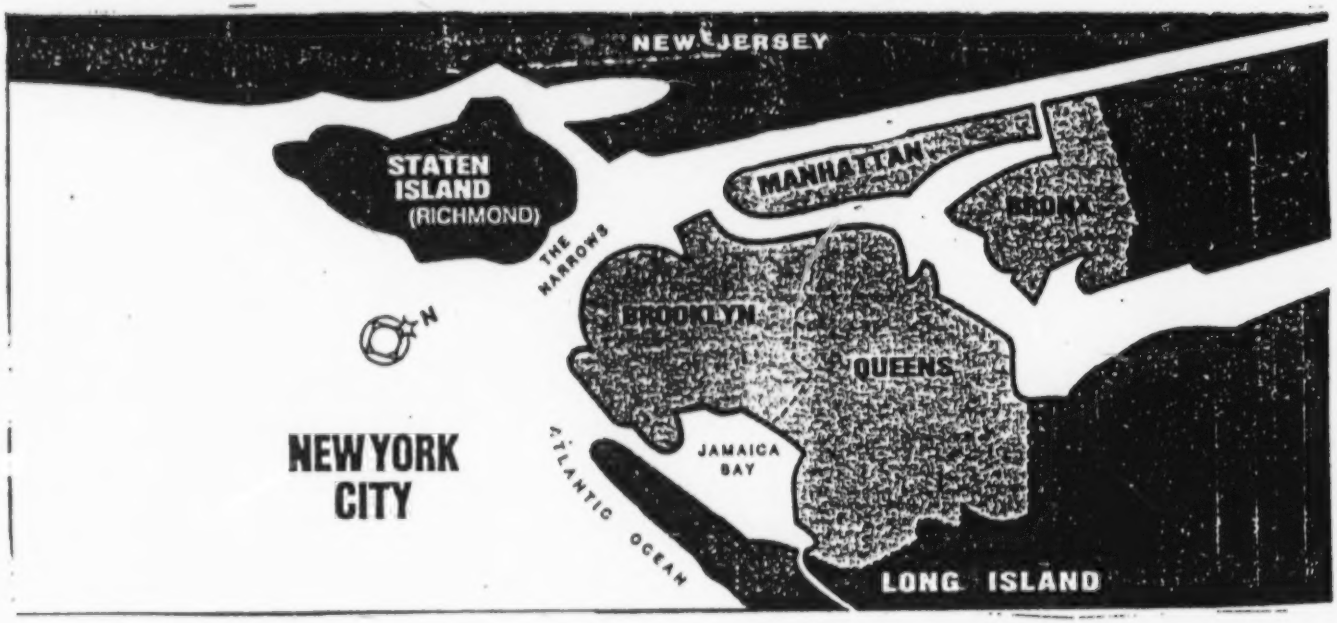
La Guardia Airport
John F. Kennedy Airport
South Ferry
Penn Station
Grand Central Station
Tramway
Ferry

SUBWAY AND PATH ROUTES

SUBWAY AND PATH ROUTES



Name the five boroughs of New York City. Write in the Hudson River and the East River on the map where they belong.



Write the five boroughs on the map where they belong.

SKILLS:
PRESENT TENSE TO BE
PREPOSITIONS
FORMING SENTENCES

Form complete sentences by matching the two colums.

Central Park is	between the Hudson River and the and the East River.
Harlem River is	next to the Lower East side.
Yankee Stadium is	across from Manhattan.
Grand Central Station is	in the middle of Manhattan.
The Statue of Liberty is	next to Central Park.
Roosevelt Island is	in the Bronx.
Brooklyn is	between the Bronx and Manhattan.
Little Italy is	on 42nd Street.
Harlem is	between Queens and Manhattan.
Manhattan is	on Liberty Island.

Central Park is _____.

Harlem River is _____.

Yankee Stadium is _____.

Grand Central Station is _____.

The Statue of Liberty is _____.

Roosevelt Island Is _____.

Brooklyn is _____.

Little Italy is _____.

Harlem Is _____.

Manhattan Is _____.

IV

ILGWU OBJECTIVES FOR CITIZENSHIP AND LEGALIZATION CLASSES

Civics (Citizenship?)

Pre-test

There was no formal pretest given the students, except for a simple registration form to fill out. Ability to comprehend the instructions and complete this task indicated whether students were at the most rudimentary level of English language ability or a few steps higher. Two class levels of about 30 students each were then formed.

Instructional Objectives and Activities

The objective o these two classes is to prepare students to pass the Immigration and Naturalization Service test and get citizenship. Thus the class is entirely focused on preparing for that test. Since the book Our American Way of Life is the text from which the INS exam questions are all taken, students are taught to read from this book.

Students study the vocabulary of the book as well as of daily life (parts of dress, parts of the body, household objects) and they work on spelling aand pronunciation.

Other activities include preparing for the rapid-fire questioning that is part of the exam, and listening skills are worked on as the questions and answers practiced. They use some of the US historical material provided in the text and in materials published by the union as part of the discussion and drill.

Evaluation Instrument

Students are regularly tested every day on the previous day's material. There are also spelling tests mid and end of term. The final test is, of course the INS interview.

The exam test was given a month after class started and will be given at the end of the term.

Legalization

Pre-test and Final Evaluation

Students were all given the John test to assess language level, and then were stratified into beginners, intermediate, and advanced classes. They will all be John-tested again at the end of the course. On-going evaluation of progress is made at different times in every class session. Open-ended questions are asked to assess if students can "transplant" structures learned to a new context. Finally, as in the Citizenship class, a role-play of the immigration interview will be a major part of the final evaluation.

General Note on Instructional Objectives

[As of this writing, the INS has not issued its instructional materials to be used to prepare eligible legalized aliens (ELAs) for the history and government test. Thus, as in the citizenship class, the teachers are using Our American Way of Life as supplementary material--and in some cases a guide--for their curricula.]

In all classes, but especially the intermediate and advanced, students work to increase their fluency in reading, speaking and writing English as well as their knowledge of American history and culture, and the theory and practices of American government.

Beginners Class

Students read from the text of Our American Way of Life, and practice the question and answer format of the interview. They work on the vocabulary and format of different basic conversations, such as introductions, giving personal data about oneself and asking for it from others; asking other kinds of questions, reading maps, practicing pronunciation and using basic present-continuous verbs. The emphasis is on survival English. Role play and small group work supplement large class drills.

Intermediate Class

Students work at a more advanced level of fluency on the same topics as beginners class. They hone their ability to ask and answer questions and use vocabulary related to daily activities at work, at home and in the neighborhood. They study, at a rudimentary level, American history (i.e., the American Revolution, the Constitution, the Declaration of Independence) but the main emphasis is on developing the skills to progress on their own in developing their English skills.

Grammar topics include

- simple present tense
- present continuous tense
- simple past tense, simple future tense
- singular and plural forms
- spatial prepositions
- pronouns
- questions forms with to be, to have; with positive and negative answers.

Methods: Each class has elements of listening, phonetics and conversation, writing and reading. Methods include

listening to and discussing taped recordings of stories that have important everyday vocabulary

doing roles plays

doing dicatations (this reinforces vocabulary, spelling and sentence structure)

chain drills whereby one student asks a question of another and so on around the room, the respondant chooses an answer and then becomes the questioner for the next studen

students write stories about pictures they are given. Common mistakes are turned into grammar lessons. Individual problems are addressed.

Advanced

The goals of the advanced class are essentially empowerment: the work on increasing confidence in all modes of communication, to work on critical thinking skils, and to encourage peer and self-help. Activites include free-ranging conversation, role-playing common problematic situations at home and at work.

Writing is a big emphasis in this class: students begin each class by writing in a journal, which the teacher uses both as a basis for conferencing around the content, and as an index of what grammar areas need focus. The latter are the basis of drills and explanation. The students are also writing for publication in a union newsletter. Additional evaluation instrument for this class will be to have them write about how they feel about their own progress.

V

GARMENT INDUSTRY TRADE TERMINOLOGY USED IN ILGWU's JOB SPECIFIC LITERACY CLASSES

TRADE TERMS

Accessories
Adjust
Accuracy
Adjustable(figure)
Alencon lace
Allowance (seams)
Alternate
Apparel
Applique
Assemble
NOTCHES
Basic
Basque waist
Bicep
Bolero
Bolt of fabric
Bound Pocket

Carbon Paper
Chalk - Tailors
Chantilly lace
Circular
Clothes
Collapsible figure
Collars
Commercial (bias)
Contour
Corded bias
Construction
Couturier
Croquis
Crossmark
Crosswise grain

Darts dress
Darted
Decor
Decorative
Decollete
Designer
Detail
Diagonal
Dirndle Skirt
Dolman Sleeve
Draping garment
relating to fashion
design

Ease
Economy
Eliminate
Evenly

Fabrics
Facing
Fagoting
Fastener garment
Finisher dress
Fitted
Flap
Flexible
Foreladv
Foundation(pattern)
French gathering
Fulness
Functional
Function

Gathering
Gauge
Girth
Gore
Godet
Grain line
Groove
Gusset

Half-size
Hemming

Inch
Individual
Infant size of clothing
Influence
Interling
Inverted

Joining

Kimono sleeve sketch

Lay out
Lengthwise

Machine
Manufacturer
Mass Production
Measurement
Metallic
Method
Museum
Muslin Pattern

Napped fabric
Narrower
Neatness
Negligee
Notched Collar
Notches

Pattern
patternmaker
peignoir
perfum
petticoat
plaid
placket
pleated
popular
precaution
princess line dress
production
prominent
purchase

regular
ravel
ready-to-wear
retail
rolled hem

scallop
section work finishing
selvedge
sequence
seventeen
shirring
silhouette
sketch
skirt
sleeve draft
slip hemming
slot-seam
snap
spandex
standard size
straight
sufficient
swatch

tailored
tear
technique
tension
thread
thread tracing
tiered skirt
toddler size

tracing
tracing wheel
trends
trimming
true-a-line
trumpet skirt
tunic
turque

underlay

Valenciennes

waistline
warp
weave
weight
welt
wholesale
woven

yardage
youthful

zipper(placket)

SPECIAL ~~FIABRIC~~ FABRIC FINISHES

Durable
(lasts through several cleanings)
Nondurable
(renewed after first cleaning)
Permanent
(lasts for life of fabric)
colorfast
crease-resistant
wrinkle-resistant
drip-dry
durable -press
wash and wear
washable
waterproof
water-repellent
water-resistant

FIBER TERMS

FIBERS

Natural(animal-vegetable - mineral)
Cotton, linen, wool, silk

Man-made (cellulous group)
rayon, acetate, triacetate

Synthetic group
nylon, polyester, acrylic, spandex

VI

ILGWU OBJECTIVES FOR SEWING MACHINE REPAIR CLASS

5) Sewing Machine Repair

Instructional Objectives and Activities

The class begins with a safety test, an explanation of basic theory, and an introduction and background to the 95 class machine. Then different machine models are identified, needle structure and needle bar theory is explained. Then the following machine parts are explained and the principles of their construction and workings are explored:

presser bar and presser foot
lifter mechnaism and lifter train
take-up (crank, needle barclamp, and cam)
main shaft, main support bussings (including the sleeve and ball bearings)
gears (gear train and ratio)
tension mechanism (along with tension release)

At this point the students review their material and are tested on their knowledge of all of it. Then instruction porcedes on the following:

feed eccentrics and connections
feed bars amd feed forkds
the three principals of sketch formations
stitch regulations
thread guides and thread passageways
hook and components

There is a mid-term test, and the subsequent lessons have to do with trouble shooting, and learning about the bobbin winder and knee lifter. Then there is a session on reassembly, and then a final test and evaluation.

The second part of the course is about sewing machine motors. See addendum for list of topics covered.

Evaluation Instrument

The exam includes both a written test, using diagrams, of repair procedures, and a final hands-on test.

VII

I.U.E. LOCAL 30's COURSE CONTENT FOR BASIC REFRIGERATION THEORY AND SHOP

UNIT I

BASIC REFRIGERATION THEORY

12 Sessions...36 Hours

Definitions and Terminology: Principles of Refrigeration: Heat Flow, Changes in State: Temperature Scales, Pressure Temperature Relations: Basic Refrigeration Cycles, Open Cycle, Absorption Systems, Compression Systems: Pressure/Temperature Relationships: Refrigerants: Design; Principles of Operation of Compressor and Evaporators: Rotary, Centrifugal, Reciprocating: Design of Condensers,Water Cooled, Air Cooled, Evaporative: Receivers,Latent Heat, Semible Heat: Metering Devices; Operation of Valves And Gauges; Charging and Testing Refrigeration Systems; Critical Changes, Head and Low Side Pressures.

The apprentice learns the different cycles and systems refrigeration. He/she also learns the principles of heat, Heat Transfer, Cooling and Refrigeration. Theories of Change of State, Solid, Liquid, and Vapor States and Gas Laws. With the Plant he/she is more readily able to identify various refrigeration equipment and its operation. The Apprentice gains and insight with Basic Cycles. Controls and learn to use the Gauge Manifold. He/She should know about evaporator efficiency and refrigeration effect.

UNIT II

BASIC REFRIGERATION SHOP

5 Sessions...15 Hours

Description and use Measuring, Hand and General Purpose Tools: Types, Tool use and techniques Shop Safety: Description, Selection and Use of Iron and Steel Stock, Abrasives, Drills and Drilling: Description and Application of Tapping and Treading Metal Stock and Pipe, Taps, Screws and Drills, Layout and Benchwork Procedures: Cut, Bend and Flare Tubing, Disassembly, Inspection and reassembly of Open Type Compressors,

Compression Valves, and Gaskets.

The Apprentice is exposed to the correct use of tools in a safe manner. He/she is able to develop a manual dexterity in their use in tackling a job assignment. Confidence is gained the layout and use of measuring tools.

On the job he/she is able to gain the proficiency and added dexterity in the performance of his/her duties. In the day to day operation of the plant at which he /she is employed, he/she will participate in the layout, work procedure and final testing of a completed project.

VIII

PILOT SELF-REPORT FORM DEVELOPED BY CUNY GRADUATE SCHOOL AND USED WITH THE COMPUTERS AND LITERACY PROGRAM, THE CONSORTIUM HOME CARE INSTITUTE, UPGRADING FOR DISLOCATED SEWING MACHINE OPERATORS AND SUPERVISOR OF CARETAKERS PROGRAM

TO THE TEACHER: THIS CAN BE GROUP ADMINISTERED. PLEASE HAVE EACH STUDENT COMPLETE ONE OF THESE FORMS AS YOU READ IT ALOUD. ASSURE THEM THAT THIS IMFORMATION WILL BE ENTIRELY CONFIDENTIAL SINCE THEIR NAMES ARE NOT REQUESTED.

UNION_____DATE_____

MALE ____FEMALE_____ CLASS_____ TEACHER_____

TYPE OF JOB (IF YOU ARE EMPLOYED)_____

TYPE OF JOB YOU WOULD LIKE _____

STUDENT CHECKLIST

TO THE STUDENT: This is a rating sheet to describe your feelings about your progress in this course. Please rate each item by putting a check in the column that describes what you think.
(ESL STUDENTS: PROGRESS IS IN REGARD TO READING/WRITING/SPEAKING IN ENGLISH)

RATING SCALE:

Column 1 = no change
Column 2 = a little better (a little more)
Column 3 = much better (much more)

	NO CHANGE COLUMN 1	BETTER/MORE 2	MUCH BETTER 3
1. Reading at work			
2. Reading outside of work			
3. Following written directions			
4. Spelling			
5. Writing skills			
6. Following oral directions			
7. Asking questions when you don't understand			
8. Answering questions			
9. Taking telephone messages			
10. Explaining something that happened			
11. Understanding conversation in public places			
12. Understanding conversation			

BEST COPY AVAILABLE

	NO CHANGE 1	BETTER/MORE 2	MUCH BETTER 3
13. Understanding conversation at work			
14. Confidence at work			
15. Confidence when speaking			
16. Confidence when reading/writing			
17. Hope of a better job			
18. Hope of getting more education (GED, college, other)			
19. Hope of bettering yourself in any way			
20. Thinking (in English)			
21. Math.			

THE FOLLOWING ARE LISTS OF COMMON PLACES OR THINGS OFTEN REQUIRING READING OR WRITING. CIRCLE ONLY THE PLACES/THINGS WHERE THERE HAS BEEN IMPROVEMENT

A. READING

SIGNS/DIRECTIONS ON: STREETS/ROAD, SUBWAYS. BUSES, AIRPORTS, TRAINS

STORES, BANKS, HOTELS, THEATERS, PARKS, BEACHES, CASINOS, STADIUMS,

RESTAURANT MENUS, PACKAGE LABELS, DIRECTORIES, WORK MANUALS,

MAGAZINES, BOOKS, NEWSPAPERS, ADVERTISEMENTS, SCHEDULES, CALENDARS

B. FILLING OUT FORMS/APPLICATIONS FOR:

JOB, INSURANCE, MONEY/CREDIT, PASSPORT, TAX, LICENSE, CITIZENSHIP, SCHOOL,

HOSPITAL, CHURCH

C. WRITING FOR: PERSONAL BUSINESS, FRIENDS (NOTES, CARDS, MESSAGES)

D. PLEASE LIST ANY OTHER AREA OF LITERACY IMPROVEMENT:

_____

_____

_____

COMPUTERS AND LITERACY PROGRAM
SELF-REPORT DATA: IMPROVEMENT IN LITERACY SKILLS

	No Change		Better/More		Much Better		Total
	N	%	N	%	N	%	N
1. Reading comprehension	2	5	25	63	13	33	40
2. Following written directions	4	10	23	58	13	33	40
3. Writing (Grammar)	4	10	24	60	12	30	40
4. Writing (Punctuation)	3	8	27	68	10	25	40
5. Written expression	3	8	23	58	14	35	40
6. Editing	4	11	26	72	6	17	36
7. Time spent proofreading	4	10	21	54	14	36	39
8. Spelling	3	8	18	45	19	48	40
9. Following oral directions	4	10	21	54	14	36	39
10. Asking questions	3	8	20	51	16	41	39
11. Answering questions	4	10	21	54	14	36	39
12. Taking telephone messages	5	14	19	51	13	35	37
13. Describing something that happened	3	8	21	55	14	37	38
14. Making small talk	6	16	19	50	13	34	38
15. Understanding conversations in public places	3	8	22	55	15	38	40
16. Understanding conversation in movies, T.V., radio	4	10	18	46	17	44	39
17. Understanding conversation at work	3	8	16	44	17	47	36
18. Confidence at work	3	8	15	42	18	50	36
19. Confidence at social gatherings	6	15	19	48	15	38	40
20. Confidence in new places	6	15	18	46	15	38	39
21. Confidence speaking English	7	19	20	54	10	27	37
22. Confidence writing English	6	16	21	55	11	29	38
23. Confidence when reading	3	8	21	54	15	38	39
24. Hope of getting a better job	1	3	16	41	22	56	39
25. Hope of getting a degree	1	3	15	38	23	59	39
26. Hope of bettering yourself	0	0	15	39	23	61	38
27. Thinking (in English)	4	11	16	42	18	47	38
Mean		9.63		51.74		38.81	

Improvement in:	N	%
A. Reading		
Signs/Directions on:		
Streets/roads	17	61
Subways	18	64
Buses	18	64
Airports	20	71
Trains	17	61
Stores	17	61
Banks	19	68
Hotels	14	50
Theaters	16	57
Parks	15	54
Beaches	15	54
Casinos	10	36
Stadiums	8	29
Restaurant menus	19	68
Package labels	13	46
Directories	12	43
Work manuals	17	61
Magazines	20	71
Books	23	82
Newspapers	17	61
Advertisements	13	46
Schedules		
Calendars		
B. Filling out forms/ applications for:		
Job	15	54
Insurance	10	36
Money/credit	10	36
Passport	8	29

Improvement in:	N	%
Tax	9	32
License	8	29
Citizenship	7	25
School	16	57
Hospital	15	41
Church	14	50
C. Writing for:		
Personal business	11	39
Notes	6	21
Cards	7	25
Messages	8	29

Respondents: N=28

CONSORTIUM HOME CARE INSTITUTE
SELF-REPORT DATA: IMPROVEMENT IN LITERACY SKILLS

	No Change		Better/More		Much Better		Total
	N	%	N	%	N	%	%
1. Reading comprehension	2	7	9	32	17	61	28
2. Following written directions	3	10	9	31	17	59	29
3. Writing (Grammar)	4	15	10	38	12	46	26
4. Writing (Punctuation)	2	8	8	33	14	58	24
5. Written expression	5	21	9	38	10	42	24
6. Editing	8	31	12	46	6	23	26
7. Time spent proofreading	11	46	7	29	6	25	24
8. Spelling	3	12	8	31	15	58	26
9. Following oral directions	2	7	8	29	18	64	28
10. Asking questions	2	7	12	41	15	52	29
11. Answering questions	0	0	13	46	15	54	28
12. Taking telephone messages	5	25	9	45	6	30	20
13. Describing something that happened	1	4	10	37	16	59	27
14. Making small talk	0	0	13	52	12	48	25
15. Understanding conversations in public places	0	0	13	52	12	48	25
16. Understanding conversation in movies, T.V., radio	0	0	10	38	16	62	26
17. Understanding conversation at work	1	5	7	32	14	64	22
18. Confidence at work	0	0	6	23	20	77	26
19. Confidence at social gatherings	4	14	10	36	14	50	28
20. Confidence in new places	0	0	12	44	15	56	27
21. Confidence speaking English	2	8	10	42	12	50	24
22. Confidence writing English	1	4	15	58	10	38	26
23. Confidence when reading	1	4	14	54	11	42	26
24. Hope of getting a better job	1	4	3	12	22	85	26
25. Hope of getting a degree	2	8	2	8	22	85	26
26. Hope of bettering yourself	0	0	1	4	25	96	26
27. Thinking (in English)	1	5	6	27	15	68	22
Mean		9.07		35.48		55.55	

UPGRADING FOR DISLOCATED SEWING MACHINE OPERATORS
SELF-REPORT DATA: IMPROVEMENT IN LITERACY SKILLS

	No Change		Better/More		Much Better		Total
	N	%	N	%	N	%	%
1. Reading at work	0	0	5	29	12	71	17
2. Reading outside of work	0	0	8	53	7	47	15
3. Following written directions	1	6	5	31	10	63	16
4. Spelling	1	6	6	35	10	59	17
5. Writing Skills	0	0	10	63	6	38	16
6. Following oral directions	0	0	11	65	6	35	17
7. Asking questions	0	0	9	53	8	47	17
8. Answering questions	2	13	9	56	5	31	16
9. Taking telephone messages	2	13	8	50	6	38	16
10. Explaining something that happened	2	12	10	59	5	29	17
11. Understanding conversation in public places	1	6	11	65	5	29	17
12. Understanding conversation in movies, T.V., radio	1	6	10	59	6	35	17
13. Understanding conversation at work	0	0	5	29	12	71	17
14. Confidence at work	0	0	3	20	12	80	15
15. Confidence when speaking	1	6	7	41	9	53	17
16. Confidence when reading/ writing	0	0	9	56	7	44	16
17. Hope of a better job	0	0	2	13	14	88	16
18. Hope of getting more education	0	0	7	41	10	59	17
19. Hope of bettering yourself	1	9	1	9	9	82	11
20. Thinking (in English)	1	25	2	50	1	25	4
21. Math	0	0	1	50	1	50	2
Mean		4.86		44.14		51.14	

Improvement in:	N	%
A. Reading		
Signs/Directions on:		
Streets/roads	9	53
Subways	13	76
Buses	13	76
Airports	14	82
Trains	13	76
Stores	14	82
Banks	16	94
Hotels	13	76
Theaters	15	88
Parks	11	65
Beaches	10	59
Casinos	10	59
Stadiums	13	76
Restaurant	15	88
Package labels	14	82
Directories	15	88
Work manuals	14	82
Magazines	15	88
Books	13	76
Newspapers	13	76
Advertisements	13	76
Schedules	16	94
Calendars	13	76
B. Filling out forms/ applications for:		
Job	12	71
Insurance	11	65
Money/credit	8	47
Passport	12	71

Improvement in:	N	%
Tax	8	47
License	7	41
Citizenship	9	53
School	14	82
Hospital	12	71
Church	7	41
C. Writing for:		
Personal business	12	70
Friends	11	65
Notes	7	41
Cards	6	35
Messages	7	41

Respondents: N = 17

SUPERVISOR OF CARETAKTERS PROGRAM
SELF-REPORT DATA: IMPROVEMENT IN LITERACY SKILLS

	No Change		Better/More		Much Better		Total
	N	%	N	%	N	%	N
1. Reading at work	2	10	12	60	6	30	20
2. Reading outside of work	1	5	12	63	6	32	19
3. Following written directions	4	20	8	40	8	40	20
4. Spelling	2	10	14	70	4	20	20
5. Writing Skills	1	4	18	65	6	30	20
6. Following oral directions	3	15	6	30	11	55	20
7. Asking questions	3	15	6	30	11	55	20
8. Answering questions	3	15	12	60	5	25	20
9. Taking telephone messages	3	23	6	46	4	31	13
10. Explaining something that happened	3	15	12	60	5	25	20
11. Understanding conversation in public places	5	26	6	32	8	42	19
12. Understanding conversation in movies, T.V., radio	3	15	6	30	11	55	20
13. Understanding conversation at work	1	5	9	45	10	50	20
14. Confidence at work	0	0	10	50	10	50	20
15. Confidence when speaking	2	11	7	37	10	53	19
16. Confidence when reading/ writing	3	15	9	45	8	40	20
17. Hope of a better job	1	5	3	15	16	80	20
18. Hope of getting more education	1	5	5	26	13	68	19
19. Hope of bettering yourself	0	0	3	15	17	85	20
20. Thinking (in English)	0	0	5	25	15	75	20
21. Math	4	20	15	75	1	5	20
Mean		**11.19**		**43.76**		**45.05**	

Improvement in:	N	%
A. Reading		
Signs/Directions on:		
Streets/roads	14	78
Subways	6	33
Buses	4	22
Airports	6	33
Trains	7	39
Stores	12	67
Banks	6	33
Hotels	6	33
Theaters	10	56
Parks	6	33
Beaches	5	28
Casinos	5	28
Stadiums	6	33
Restaurant menus	11	61
Package labels	13	72
Directories	7	39
Work manuals	14	78
Magazines	9	50
Books	9	50
Newspapers	12	67
Advertisements	8	44
Schedules	8	44
Calendars	6	33
B. Filling out forms/ applications for:		
Job	10	56
Insurance	8	44
Money/credit	12	67
Passport	0	0

Improvement in:	N	%
Tax	2	11
License	7	39
Citizenship	2	11
School	7	39
Hospital	6	33
Church	3	17
C. Writing for:		
Personal	9	50
Friends	6	33
Notes	7	39
Cards	8	44
Messages	11	61

Respondents: N = 18

IX

PROGRAM-WIDE STAFF DEVELOPMENT CONFERENCE

RESHAPING THE ECONOMY AND THE LABOR FORCE OF NEW YORK CITY

A SERIES OF THREE HALF-DAY CONFERENCES

1:30 PM — 4:30 PM

JUNE 14 JUNE 21 JUNE 28

1 9 8 8

Sponsored by

The Central Labor Council Consortium
for Worker Literacy

The Office of Special Programs
of the Graduate Center, CUNY

and

Social Policy Magazine.

GRADUATE CENTER

CITY UNIVERSITY OF NEW YORK

33 WEST 42ND STREET, ROOM 207, NYC

THEME

WE KNOW THAT the New York City economy has changed in major ways in the past 20 years, with important effects on workers and income. We know that change will continue over the next 20 years. Change creates jobs and employment opportunities for some, and limits or eliminates them for others. We need tools for understanding how this happens and why, and what we can do about it.

The first session, June 14, deals with how change happens, who makes it happen, which groups gain and which lose. The lessons of the past can teach us much that we can use both to anticipate change and to help shape it, so that workers and their unions can protect themselves against the destructive aspects of change, and take full advantage of the opportunities that a changing economy and labor market generate.

Session two, June 21, is concerned with the ways to ensure that our key institutions—schools and colleges, business, unions, government—are prepared and equipped to play their full roles in dealing with change. What has gone before provides directions and warnings for the future.

The third session, June 28, takes a close look at some exemplary models that have been developed in other places and which we need to consider for our own use. Programs attracting national attention, which integrate the work of education, business, labor, and government in Boston and Philadelphia, will be discussed and assessed.

CONFERENCE COORDINATOR

SUMNER M. ROSEN

Professor, Columbia University, CUNY Center for Labor-Management Cooperation

PROGRAM

JUNE 14 1:30 TO 4:30 PM

What has happened in New York over the past 20 years? Why? With what impact? Who gained? Who lost? How might the future resemble and differ from the past?

SPEAKERS

HERBERT BIENSTOCK

Alumni Merit Professor of Labor and Urban Values, Queens College, CUNY; Director, Center for Labor and Urban Programs, Research and Analysis; former Director, Bureau of Labor Statistics, Mid-Atlantic Region

JOHN JEFFRIES

Professor of Urban Planning, Columbia University, School of Architecture and Urban Planning

CHAIR

SUMNER M. ROSEN

There is no fee to attend any of the conference meetings, but registration is limited and will be on a first-come basis.

JUNE 21 1:30 TO 4:30 PM

What will education, training, and the job market of the future look like? What is the role of public education and what must be done to make sure that our schools meet the challenge? What are the plans to mobilize the forces of education, business, and labor to open future job markets to young people as well as adult workers who face the potential of exit or skill obsolescence?

SPEAKERS

NORM FRUCHTER

Senior Consultant, Academy for Educational Development; Consultant, the Aaron Diamond Foundation

JOHN ALSCHULER

Vice President, Hamilton Rabinovitz and Alschuler, Inc.; Consultant, New York City School and Business Alliance

CHAIR

FRANK RIESSMAN

Co-Editor, *Social Policy*

JUNE 28 1:30 TO 4:30 PM

What are the tested models of innovation and change that have been developed elsewhere and could be adopted in New York?

SPEAKERS

MARTIN BLATT

Co-Director, Workplace Education Program, Boston

PAMELA TATE

Executive Director, Joint Ventures Center, Philadelphia

CHAIR

SUMNER M. ROSEN